This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

Harvard University

Monroe C. Gutman Library

of the

Graduate School of Education

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
MONROE C GUTMAN LIBRARY

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
AUG 22 1956
LIBRARY

WISCONSIN

JOURNAL OF EDUCATION

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION

8289

[New Series.]

VOLUME IV.—1874.

EDWARD SEARING AND JOHN B. PRADT,
EDITORS AND PUBLISHERS.

MADISON, WIS.:
DEMOCRAT COMPANY BOOK AND JOB PRINTERS.
1874.

INDEX TO VOLUME IV.

A.

Page.

Above the Common Schools..... 133
Absent Mindedness and Mental Power..... 64
Academic Culture in the State System..... 413
Æsthetic Education..... 296
Ancient Libraries..... 342
Answer to President Eliot's Report.....128, 161
Are the Normal Schools Local?..... 291
Are Wisconsin Teachers Fitted for their Business..... 416, 443
Art Impressions..... 103
Art of Questioning, The..... 436
Art of Skipping, The..... 435
Art of Teaching on Penikese, The..... 87
Axioms in Education..... 255

B.

Balloon Expedition in Search of the Pole..... 204
Black Boards.....221, 352
Book Notices,... 42, 79, 118, 159, 199, 239, 282, 325, 364, 411, 455,..... 496
Book Science..... 187
Boy Agassiz, The.....188, 204, 249

C.

Caring for Pupils..... 254
Carlyle on Popular Education..... 222
Changes Required in School Organization..... 93
Cheapening Education..... 247
Citizenship—State and National..... 53
Co-Education of the Races..... 219
Common School Education..... 59
Compulsory Attendance at School..... 32
Compulsory Education in Illinois..... 134
Compulsory Uniformity of Text-Books..... 142
Conducting Recitations..... 165
Convention of County Superintendents..... 38
Convention of Institute Conductors..... 354
Corporal Punishment..... 135
County High Schools..... 345
County Superintendents The..... 55
Culture in Common Schools..... 376

D.

Debating in Country Schools..... 353
Decision by the Supreme Court, A..... 389
Democracy Here Also.....222, 422
Discretion in Discipline..... 149
Drawing in District Schools.....428, 468

E.

Economy in the School Room..... 148
Editorial Miscellany,.....36, 73, 113, 154, 193, 231, 274, 317, 359, 401, 443..... 491
Educational Value of the Geological Survey, The..... 330
Education and Heredity..... 208
Education in New Hampshire..... 179
Education in New Mexico..... 201
"Education the Security of our National Future,"..... 62
Effects of Impure Literature..... 423
Elementary Teaching..... 398
Etymology as a Means of Education..... 464
Explanations in Arithmetic..... 339

F.

Page.

Female Education..... 341
"Finishing My Education" in Germany..... 351
Free Text-Books..... 61

G.

Geography in Schools..... 396
Gigantic Relic, A..... 202
Good Advice from Carlyle..... 94
Good Manners..... 271
Government and Discipline..... 104
Graded Schools..... 149
Growth, an Essay..... 425

H.

Health and Beauty of Women..... 219
Herbert Spencer..... 121
Hints from School Reports..... 436
Hints to Young Teachers..... 392
Hiring Teachers by the Year..... 417
How an Englishman Sees Us..... 145
How I Keep My School Room Clean..... 164
How Shall I Make Pupils Get Their Lessons? 91
How to Teach Geography..... 309
How to Teach Reading..... 466
How to Treat Children..... 427
How to Write..... 177

I.

Incompetent Teachers..... 138
Institute Work—1874..... 50
Instruction in American History..... 380
Instruction in Normal Schools..... 474
In the Laboratory with Agassiz..... 268

L.

Language..... 225
Learning to Teach..... 299
Legends and Superstitions..... 433
Length of School Sessions, The..... 181
Less Grammar and More Language..... 379
Lively Exercises for the School Room..... 308

M.

Matthew Arnold's Idea of Liberal Training... 358
Michigan University and the High Schools... 241
Mr. Tyndall's Address..... 431

N.

National University..... 406
Nature and Literature..... 479
New Experiments in Education..... 433
New President of the University, The..... 65
Normal..... 438
Normal School War, The..... 139

O.

Objective Teaching..... 263
Object Sought by Study, The..... 216
Obstacles in the Way of the Teacher..... 147
Official Department...33, 70, 111, 150, 191, 229, 274, 315, 357, 399, 440,..... 486

Page.
Old School House, The..... 184
On Methods of Study..... 476
Our Reading..... 333

P.

Peep through the Door of a Kindergarten..... 259
Penmanship..... 89, 390
Persistence versus Tact..... 257
Phonics..... 96
Photography and the Transit..... 478
Poetry.....184, 186, 227, 263, 392, 480
Practical Teaching..... 167
Praise Children..... 98
Prayer of Agassiz..... 253
Preparation in Vacation..... 290
President's Address..... 285
Primary Instruction..... 419
Professor Agassiz at Penikese School..... 57
Prussian and American School Systems..... 209
Public Instruction in Italy..... 480
Punctuation..... 107

Q.

Questions as to Normal Schools..... 292

R.

Relation of Art to Education..... 429
Relation of the Educational Institutions of the State..... 83
Relations of Education..... 1
Relations of the Public Schools, The..... 43
Remarks on Eliot's Report, by Senator Howe. 161
Report of Upper Schools..... 369
Respect the Body..... 176

S.

Sanitary Regulations of the School Room..16, 46
Science Lessons..... 106
Scientific Education..... 394
School Time..... 227
Schools and Colleges..... 483
School Supervision..... 343
Self-Discipline, as Means and End of Education..... 459
Seven Laws of Teaching, The..... 393
Sex in Education..... 206
Short Articles... 61, 96, 185, 186, 227, 228, 252, 256, 263, 271, 293, 315, 341, 344, 347, 350, 356, 393, 395, 398, 438.....476, 485
Should We Have Public High Schools..... 99
Spelling.....186, 348
Spelling Class, The.....
Standing in the School Room..
State Book Clubs.....
State Teachers' Association....
Suffrage Without Education....
Suggestions to Teachers..... [illegible]
Supervision of Schools..... 67
Symmetrical Development..... 294

T.

Teachers—Examinations..... 333
Teachers' Means and Motives to Self-Improvement..... 382
Teachers Must Improve..... 347
Teacher, The (Poem)..... 392
Teaching in Accordance with the Laws of Mental Science..... 466
Teaching—Shady Side—Bright Side..... 88
Teaching vs. Hearing Lessons..... 166
Town High Schools..... 102
Township System, The.....91, 445
Training Children..... 485
True Function of the High School, The..... 301
True Nature of Man, The..... 262
Tyndall's Address..... 431

U.

Universal Education..... 109
Utility of Classical Studies, The..... 11

V.

Valuable Suggestions..... 178
Visiting Schools..... 349
Visit to Two Schools..... 260
Voluntary Attendance..... 267

W.

Wedding of the Gold-Pen and Inkstand..... 439
What Should Be Acquired in the Dist. School. 470
What System of Organization Shall Be Adopted?..... 251
What the Town System Can Do for Us..... 445
What We Owe to Louis Agassiz as a Teacher, 211..... 244
Why Teaching Is Not a Profession..... 350
Wisconsin as the Geographical Unit..... 338
Wisconsin State Teachers' Association....274, 311
Women as School Officers.....92, 187
Word Method.....184, 214
Writing in Country Schools.....89, 390
Written Excuses..... 340

WISCONSIN

JOURNAL OF EDUCATION.

VOL. IV. JANUARY, 1874. No. I.

On the Relation of Education to the Individual, to Society, and to the State.

[A lecture delivered before the State Teachers' Association at Sparta, Wis., July 8, 1873, by WM. T. HARRIS, Supt. of Schools, St. Louis.]

Into this "great central plain," watered by majestic rivers, and fertile as the historic valley of the Nile, now are pouring all nationalities of the world. All sections of the republic find here their centre. From the northern and southern and middle sections of the Atlantic Slope, nay, from the west, the Pacific shore, and from far off Asia, come immigrants hither. While scarcely one generation of white men has had time to reproduce itself in these states, it has become a populous region with metropolitan cities in many favorable localities. A motley composition is here collecting, out of which to fuse the future people of this valley. The European is here in large numbers, representing all shades of political freedom and despotism at home; the German, the Frenchman, the Italian, the Norwegian, the Irishman, the Briton. The white man, the negro and the "heathen Chinee," even, all exist, and will exist in one community. But how? Out of the dim future looms up the spectral question which it is our province here and now to answer. This generation has to construct the forms in which the community of the future must live. Pioneers on these prairies, and in the pathless wilderness, this generation "blazes" the trees and stakes the plain in order that its tracks may follow the beaten path, and not prove in vain. In what form shall our community, composed of such heterogeneous elements, live?

While this question startles us by its practical importance, we have on the other hand some consolatory reflections. That a composite population tends more to the development of civil liberty than does a homogeneous one, has been remarked in all history. It was only after the fusion of the Cymric Celt first with the Saxon and Dane, and then with the Norman, that the Magna Charta became possible and necessary. The new fusion made on the shores of this continent has led to new and newer political experiments, always tending in the direction of the largest personal liberty. Where people of repugnant manners and customs mingle, the necessity of living in mutual harmony and co-operation cultivates a habit of toleration; each one learns to distinguish between what is merely harmless idiosyncrasy and what belongs to the essential conditions of humanity and civilization. Thus there is perforce a profounder mode of thinking cultivated —"a faculty of seeing identity under differences"—of recognizing personal

virtues under strange exteriors. This is undoubtedly the spirit that will prevail in all future civilization; for the telegraph and railroad communication—intellectual and material commerce all over the world—bring, and are so bringing, into juxtaposition, all mankind, that each one lives, as it were, on the border-land, and shakes hands with the people across his frontier. Everywhere a new synthesis of national characters is going on. Meanness and narrowness cannot withstand such influences. Meanwhile, the new product which arises from the mingling of elements is more concrete—richer in what it contains. Each nationality has learned something essential from the other; the unessentials have been put to the trial under new circumstances, and have gradually fallen away.

Each nationality, each peculiar sectional trait is clashed against the other, and the idiosyncracies perish; the rough angles are worn off; the noble traits of character will survive, for they have the most vitality. Thus our valley shall be the habitation of the cosmopolitan type of American character. The East produces the elements of opposition; it is for the West to unite them in the deeper unity. While local interests develop intense partisan views of narrow prejudices all along our Atlantic coast, and in the monarchies of the old world, we who live here must build our community on a basis of toleration so large that all may find refuge in it. It is toleration only that takes out the sting of bitterness from people brought up under a narrow and bigoted system. Respect your neighbor, and he is likely to respect you. Vigorously defend your enemy's right to private judgment—this is toleration.

But toleration and license are two very different things. The right of private judgment is sacred, and to be respected; the right or license to *act* as one pleases is a different thing. The right of action can never be free, unless it is moulded in the forms of justice and right. "Do right and fear not; do wrong and fear everybody." Toleration must go so far as to allow to each man his private judgment, even if it is a wrong one; but a toleration which should allow every one *to do* what he pleased, whether right or wrong, would prove self-destructive at once. Man's thought belongs to himself; his deed belongs to all. This insight lies at the basis of sound ideas on the subject of free government. It leads me directly to the consideration of my special theme on this occasion.

The function of education in its relation to the government, to society and to the individual.—Freedom has two sides—one of absolute toleration, which permits and encourages difference of opinion, and trusts that the freest exercise of thought is the healthiest, and will lead in the surest way to absolute truth wherein all conviction shall be united as one. The other side is that of subordination to law, wherein each man squares his *deeds* by the universal rules laid down in the statute books, and prescribed by the judicial function of the government, wherein not only each man squares his own deeds by the laws of the land, but at the same time insists upon it that each and every other man shall square his deeds by the same form. Since freedom has these two sides of toleration and proscription, it behooves us to consider its methods of realization. How is freedom rendered possible for the individual in the community? This is an important question at any time, especially important now, for this is an age of reconstruction. We are assembled at a memorable epoch. In view of the future of this country, the present is a season of youth, and before it opens a career full of active endeavor and checkered with manifold experience.

The Necessity of Education.—In times of reconstruction it is highly appropriate to review the whole theory of education, from its first premises down. The necessity of education; what should be its extent; what should be its methods;

what its appliances and the spirit that should govern its discipline and instruction; these are the fertile topics that suggest themselves for study in the treatment of our theme.

Education is a necessity, for the reason that man is not made by nature, but has to make himself out of his circumstances. As a mere savage, or as he comes from the hand of nature, man distinguishes himself from animals by being naked, and hungry and miserable. His old age is a burden and full of suffering; but the animal lives in unconscious harmony with his physical laws, and his clothing and shelter grow out in his furry hide, or gape for him in the cave or hollow tree, while his food falls from the boughs plump into his expectant mouth.

Should any one look upon man as a mere animal, he would scorn the idea that he was born to use all nature and enjoy it, and be prone to consider the omniverous hog rather as having a much better title. Nevertheless it is true that nature sums up all her perfections in man, and even transcends herself so that in him she becomes a subject and a person with self-consciousness and immortality; by this man begins the order of Spirit and rules Nature.

His very deficiences, as mere animal, are the occasion of his greatness. His lack of natural clothing furnishes him the occasion for searching the globe and robbing animal and plant to supply his wardrobe. He even strips from the poor worm its winding-sheet of silk, and gives it the gaudy color, stolen, likewise, from the insect kingdom. For food he draws on all climes and on all departments—animal, mineral and vegetable.

Just as the vegetable kingdom shows its higher and more concrete stage of existence by presupposing the mineral kingdom upon which it rests, and as the animal presupposes both the mineral and vegetable to support its life, so man crowns all by presupposing the whole of nature as his storehouse and larder.

Yet it is not man the savage who can claim so much. The world was made for man only on condition that he have the intelligence and skill to use it. The natural man who has not ascended above nature, and become its master, is, as before said, more unfortunate and unhappy than the brute. But it is this very unhappiness that stimulates him to aspire. He is ignorant, and yet he has not the brute's instinct to lead him. What can he do but err and break the laws of nature until he discovers one by one their existence and conditions. As a western poet describes it, he

> "Uses his head as a battering ram
> Against the walls of the universe."

But he comes out of this sore experience not only with a new bump on the outside of his head, but also with a new idea inside; he has learned a distinction between what is good for him and what is not. He has learned a limit to his being; he has learned a law. This is the process by which he becomes conscious of himself, by which he learns his own nature and the nature of the universe.

To achieve his destiny, to become aught that is distinctively human, he must be able to combine with his fellow man, and to sum up the results of the race in each individual. First, there is practical combination, civil society organizing in such a way that each man reaps the united effort of the entire community; the laborer, who earns his dollar for the day's work, being able to purchase therewith one dollar's worth of any or all the productions that human labor has wrought out. Then there is theoretical combination, the scholar by diligent study and thought being able to master for himself one by one the great thoughts that have ruled the world-history. There is a third combination, that of the individual with himself, wherein man, by concentrating his energies for a long period, achieves a gigantic result, the product of his whole life directed to one focus.

These forms of combination are the

institutions of civilization, and they form collectively a new world above and beyond the natural world, and in this new world man lives and moves and has his being as a spiritual existence. This new world of institutions which civilized man inhabits, is far more substantial than the world of nature, which alone exists for the savage.

Each individual of the human race has an experience of his own, and since man has first a tongue and then a pen, he communicates his experience to others, and thus a common fund of intelligence is established, which has been called the "*fifth element*." As earth, air, fire, and water, are good in their way as the *four* elements, so this new element, the element of realized intelligence—is essential to man, and the best of all.

It is not necessary for each member of the human race to repeat the experience of his predecessors, for their results have descended to him, and he has acquired them by education, and hence he may stand on the top of the ladder of human culture and build a new round to it, so that his children may climb higher and do the like.

But the animal does not amass experience, and hence does not progress. We never heard a parrot (i. e. one of the feathered kind) setting up a school for the instruction of green ones, nor of an old elephant's starting out on a lecturing tour. But strictly confined to the dreamy life of the senses, and never rising to a general idea, the individual animal matures and dies. Only the species lives on; there is no immortality for the individual animal. It requires a being who can combine in himself the product of his entire species by his individual activity—just as man can—to fulfill the conditions of immortality. He must be able to say, like the Microcosm:

> "I drained the drops of every cup,
> Arts, institutions, I drank up;
> Athirst, I quaffed life's flowing bowls,
> And sipped the flavors of all souls"

If we look at the character of man's progress, we shall find it to consist in subordinating the material world, and thereby freeing himself from the hard limits that hem in the lower orders. Man's destiny is to realize in himself the directive power over nature - to make it pliant to his will. This supremacy he attains by means of tools.

Carlyle, in his "Sartor Resartus," defines man to be the "tool-using animal." He can turn nature against itself, and devote it to use; he can reduce the processes of nature to means for the achievement of his purposes; and he is able not only to use the material world, but he can utilize his own experience. Thus it happens that in his warehouse are found two kinds of tools—we may call them practical and theoretical tools. With these tools he subdues all opposition, and, like the great magicians of old, he lays his spells on time and space, and they serve at his bidding. Animal, mineral, plant, the four elements, all acknowledge his dominion. By his practical tools, such as the ax, the plow, the wagon, or the horse, the ship, the steam engine—he achieves the victory of art. By his theoretical tools—such as language, mathematics, the sciences and philosophy—he reduces the world to transparent forms, and achieves thereby the victory of ideas. Give to man the theoretical tools—the tools of thought—and he will immediately invent the tools of art, and conquer matter and force.

Thus man owes his superiority to the command of instrumentalities. These instrumentalities are the combined product of the activity of the race. These combinations which we have spoken of as producing the *fifth element*—that of *realized intelligence*—are the four cardinal institutions: The Family, Civil Society, The State, Religion. These are the institutions in which alone can be realized the substantial freedom of man. They form a vast, complex organism of conventionalities and usages—the growth of all the ages. Taking the practical side

of combination into view for a moment, what a perfect instrument has been formed by society and the state to realize the distribution of the products of labor. Take the machinery of exchange known as *money*. Diversity of employment, and consequently skilled labor, depends upon facility of exchange. Says a distinguished writer on political economy: "By means of money, the farmer, the miller, the clothier, the butcher, the merchant, the grocer, the newsdealer, and all other members of society, are enabled to effect exchanges, even to the extent of purchasing, in a postal card, for a single cent, their share of the labors of thousands and ten thousands of men employed in making railroads, engines and cars, and transporting upon them, annually, hundreds of millions of letters; or for another cent they may purchase their share of the labor of the hundreds, if not thousands, of men who have, in various manners, contributed to the production of a penny newspaper. What an immense combination has to be made before a single copy of the newspaper can be produced! There are the coal, iron ore and lead miners, furnace-men, machine-makers, rag-gatherers, casters, bleachers, makers of bleaching powders, paper-makers, railroad and canal men, type-makers, compositors, pressmen, authors, editors, publishers, newsboys, and a host of others, all combining their efforts for the production in market of a heap of newspapers that has, on the instant of production, to be divided off into portions suited to the wants of thousands of customers. Each of the latter pays a single cent, and then, perhaps, shares his paper with a dozen others, so that the cost to each reader is, perhaps, no more than one cent per week; and yet each obtains his share of the labors of each and all of the persons by whom it was produced.

"Of all the phenomena of society, this process of division, subdivision, composition and recomposition, is most remarkable; and yet—being a thing of such common occurrence—it scarcely attracts the slightest notice. Were the newspaper above referred to partitioned off into squares, each of which should represent its portion of the labor of one of the persons who had contributed to the work, it would be found to be resolved into six, eight, or perhaps ten thousand pieces, of various sizes, small and great—the former representing the men who had mined and smelted the lead and iron ores of which the types and presses had been composed, and the latter representing the men and boys by whom the distribution had been made. Numerous as are these little scraps of human effort, they are, nevertheless, all combined in every single sheet, and every member of the community may, for the trivial sum of fifty cents per annum, enjoy the advantage of the information therein contained, and as fully as he could do had it been collected for himself alone."

This example, which Mr. Carey has furnished us, illustrates some of the effects of the machinery of combination. Each works for all, and all for each. Every vessel that crosses the ocean, and every laborer on the distant plantation in Cuba or Brazil, or even by the far-off Nile or Ganges, every manufacturer in Birmingham or Manchester, affects the well-being of the coal miner or wheat grower in Illinois or Wisconsin. He is comforted and cheered by the tea and coffee, nourished and sustained by the fruits, grains and spices, the cotton and silk and linen, that have traveled to him from round the earth. Nay, the very drugs that make life possible in a malarious climate are grown from six to twelve thousand miles hence. The relation is reciprocal; and every stroke which the Illinois coal miner strikes with his pick-ax affects the price of coal in all the markets of the world, and the price of coal affects the price of all other commodities.

Now what we attempt to give in the school is not a direct initiation into this realm of practical combination, but, on

the contrary, we aim to initiate the people into the "conventionalities of intelligence"—the means of theoretical combination. The study of reading, writing, arithmetic, geography and grammar, shall open the doors to the spiritual empire over nature.

It is the province of the school to elevate the pupils into clear insight, so that they may discern a practical solution to the problem of life in the shape it assumes now. Without this insight the young American gropes dimly, gradually learning, through long years of bitter experience, that in resisting law he resists himself; that in seeking independence through pure self-will and caprice, he comes to abject slavery; that the true freedom is to be obtained only through subordination of self.

This brings us to the third point of consideration — the influence of the state upon the function of education.

In a state which rests upon the patriarchal form of government, like China, the duties of children to parents, of the younger to the elder, of subjects to the emperor, constitute the staple of education. To learn subordination to the elder or higher in rank is to learn the lesson of life. More or less, under all governments in the old world, this subordination of man to some accident of history, to some element of time and space, is and must be a part of education. Something alien to his true freedom must remain and he cannot dissolve it. In India, education consists in learning the ceremonies and observances peculiar to one's caste. For in that country everything depends upon what caste one belongs to. In Athens æsthetic culture was prized above all; in Sparta, martial training; in Rome, to sacrifice one's self for the glory of the state.

All modern states are founded on a broader basis than any of these; they are mostly based on the Christian idea, and as they approach the ideal of man as taught in that religion, we find their educational systems becoming more cosmopolitan, more potent in reaching the individual, and more certain in their effect upon his enlightenment.

To inquire what is the province we attempt to occupy with popular education in America, and what are its bearings upon the previous epochs of history, becomes a question of great interest. The separation of church and state, a cardinal principle in this nation, has wrought manifold changes. The countries of Europe are in all stages of progress in this respect. Wherever, as in England until quite recently, the principle is not acknowledged, the cause of popular education does not flourish. In 1850 an American said, with great force: "The parliament that voted £100,000 of the nation's money for the queen's horses and hounds, had but £30,000 to spare for the education of her people. While Oxford and Cambridge shine with wealth and splendor, and the nobility and gentry are educated in all that goes to make the masterly scholar and the finished gentleman, no honor attends the educators of the people; no wealth is heaped up for them; no beautiful buildings erected for their use; no great libraries got ready at public charge." "In Rome and England great sums have been given by wealthy men, and by the state itself, to furnish the means of a theocratic or aristocratic education of a certain class, to produce the national priests and the national gentlemen." The result is obvious: the parish records of England tell us that one-third of the couples joined in marriage are unable to sign their names to the marriage contract. (The new system of popular education, lately inaugurated there, will change all that within a generation.) The same condition exists in France. The reports of 1863 tell us that out of every one hundred men, twenty-eight could not sign the marriage contract, and forty-three out of every one hundred women were completely illiterate. When the state is not founded on a

democratic idea—a government for all the people and by all the people—education cannot be universal. Such education in England, or France, or Italy, would overturn, in one generation, all the class privileges that lie at the basis of their governments. Only when the state is founded upon the distinct and explicit recognition of the inherent rights of all men to partake in the highest functions of their race, can education be permitted in its normal scope.

Our own form of government professes to rest on this foundation. It is its self-proclaimed object to secure to every man his right to govern himself. Every man shall reap the fruit of his own deed. The state decrees that the individual shall have as much justice meted out to him as be is able to mete to himself. An American shall not be treated like an infant, and have good laws without making them. He shall make his own laws, and if they are not good ones he shall smart for it until he learns how to make good ones. Better not so cheap, better not so wisely governed, provided the people be self-governed. Monarchies are doubtless cheaper, doubtless not so corrupt, as republics; but the great end of all government is the elevation of mere individuals to the dignity of self-directive *persons;* the concentrhtion of the realized products of *all* in *each*. Hence the self-determination of the individual is the object of all government. No doubt an infant can be carried in the arms of the nurse more gracefully and with greater economy of time, but we prefer that he should learn to walk by himself. Such principles as these have penetrated our system of pedagogy.

The school is the theatre in which the transition takes place from obedience to external authority into free action from personal conviction. For this reason school government necessarily involves two elements, *coercion* and moral suasion; and the relative amount of each changes, from age to age, in the ratio that the patriarchal principal gets eliminated from society.

When children are to be brought up to simple, implicit obedience to the ruler of the state, and are never to expect a share in making the laws that govern them, the predominant influence in their education tends to produce subordination to authority. The self-will must, in all cases, be broken, and at all hazards. Children must be taught to obey for its own sake, and a life of obedience is thus prepared for. But in a country where self-rule is the destiny of every citizen, a different culture is required. Self-rule does not mean arbitrariness, for this is *anarchy*, or, rather, the rule of passion. Self-rule is the government of *reason*, and implies *conviction* in place of *caprice*. Therefore, discipline should act on the conviction of pupils. If punishment is to be administered, the pupil is to feel that he is the cause of his own pain, and that the teacher is an unwilling instrument in its infliction. An appeal to the reason and sense of honor in a pupil can be made only by placing some trust in his conviction of what is reasonable. Hence, we find, not only in America, but also in Europe, the current of popular sentiment to-day setting in favor of a system of school government that avoids such collisions with pupils as tend to excite their baser natures. The teacher has achieved success when he has learned to govern his pupils through their own convictions. This is the truly moral culture which popular education more and more aims to achieve. The conviction that each doer reaps the result of his own deed, and that every deed must be a positive character, or else it will come back injuriously on the doer — the substitution of rational action for that of selfish passion — these are inseparable; the former, the principle, the latter, its practical result. This discipline secures for the pupil self-restraint from the outset. It trains him to renounce the whims and caprices of the

moment for the sake of his own rational well-being.

The collision between the old and new modes of school management has brought the pedagogue into an unenviable light in modern literature. No one of us here but shudders at the mention of such monsters as Ichabod Crane, Erasmus Holiday, Old Squeers, Treacle or Gradgrind. Tyranny, petulancy, irritability, dogmatism and pedantry are charged to the account of the pedagogue by his accusers —Scott, Dickens, Goldsmith and Irving —and he must bear this imputation until he learns to govern his pupils through their own convictions. No one will contend, for a moment, that a school can get along without good order. But mere outward quiet is not good order; pupils must conspire *with* the teacher and not *against* him. In these days it may be affirmed that he who cannot govern his school without tyrannical thoughts, words or acts, cannot govern it at all. He has mistaken his vocation. The teacher who knows his art will find the most powerful levers in the pupil's own disposition. It is patent to all observers that this is an age of rapid decay for all sorts of external authority. The man who attempts to rule by rough personal demeanor, by imperious brow-beating and bullying, is quickly thrust aside from high positions. There never before was so frequent a triumph of this principle as in our late war. Dogmatic, bullying officers were, in most instances, displaced by those whose personal popularity indicated high esteem on their part for the convictions of their fellow-soldiers. People in this age demand to be shown the grounds of conviction; they are jealous even of advice as to practical conduct. Show me that this course injures me and mine and you have done sufficient. I do not wish to listen to your exhortations not to injure myself and others. Such things are presupposed as the basis of all conviction of whatever sort.

A great and continual incitive to this state of feeling is our form of government. The separation of the different branches, the independent organization of the legislative, judiciary and executive powers, removes the possibility of arbitrary personal influence to such an extent from the supreme power of the land, that intolerance of such influence in subordinate spheres gains constantly upon the commuity.

(*a*). The legislative power makes the general law; that any one should break it and incur punishment does not excite any personal feelings on the part of any one of the legislators. The criminal cannot blame the legislature for his punishment; the law was made before he committed his crime, and was made for his own protection, and for the protection of all. The individual legislator feels sorry at the fate of the individual criminal; he harbors no hate against him.

(*b*.) The judge applies the law; the criminal cannot blame him any more than he can the legislator. He knows that the judge did not make the law by which he (the criminal) is condemned. The judge has no hatred in his breast; he only does his prescribed duty without fear or favor, and without arbitrariness or malice.

(*c*.) The executive officers who carry out the sentence, are polite and friendly. They neither made the law nor applied it; they only execute it, and are bound to show no personal feeling in the matter.

Everywhere the criminal encounters only the impersonal presence of justice, and nowhere the arbitrary despotic will. Such is the great complex organic instrument that we have realized in our state for the security of liberty and justice.

In the prevailing spirit of such a government, there is no place left for imperious individuality to manifest itself. The individual can manifest itself with impunity only in the shape of benignant sympathy and counsel for the erring.

This spirit penetrates society and makes more certain every day the triumph of the new order of school discipline. Mr. Squeers and old Treacle must give place to the generous-hearted friend of youth, whose very presence stimulates his pupils to noble efforts, and whose atmosphere elevates all above the plane where the degrading influence of the rod is required.

This new spirit in education is more truly the Christian spirit than the one it replaces; and this for the reason that it secures to a greater extent the development of self-control on the part of the pupil. The cardinal virtues, prudence, fortitude, temperance and justice, all involve as their basis, self-control in some one of its forms. The seven deadly sins, on the other hand, are different species of excess occasioned by yielding to the appetites and passions. In proportion as the pupil learns the lesson of self denial, and has acquired that energy of character which enables him to sacrifice the ease and pleasure of the moment in order to gain reasonable ends, he has formed a moral basis for himself. Nor is this culture alone moral. I may with truth affirm that it is religious. I am aware that the remark is frequently made that public schools are "anti-religious" in spirit. If "anti-sectarian" is meant by that term, I will readily concede its injustice; but when it is intended to mean *atheistical*, or even *anti-christian*, I repudiate it. What a narrow view of the workings of providence that man must have, who thinks his religion so superficial a thing as to be easily left out of a course of study! Who does not know that his religion is the very life-blood of the civilization that is ruling the world and dissolving all alien forms by its resistless might; what kind of a Christian is he who is forever afraid that in the march of enlightenment his dogmas will will be all over-thrown and himself left creedless and forlorn! His faith is not equal to a grain of mustard seed. He is like one "who lays down his ear to the ground-swell of humanity, and as he listens to the tide of history moving on to the realization of the *divine event*, supposes its low murmur, as it meets with the sandbars that obstruct its progress, to be nothing but the pulse-throbbing of his own ears!" That which has grown out of a religion as its most positive form, is not likely to prove negative to it; nor can the exclusion of all sectarian doctrine from the public schools prevent the system from being essentially the greatest adjunct of religion. For religion demands the free insight of the soul as its normal condition, and, without it, it cannot lift itself above superstition.

In considering the spirit of our discipline in the school, we observe the tendency to substitute methods that appeal more to the free personal conviction of the pupil in place of the old plans of coercion. The contrast of our system is most marked with that of China. There the whole life and education is one of prescription. Dead formalities reign in affairs of the greatest moment as well as in the most trivial concerns of life. Even their alphabet is an iron mould which reacts on all the people, forcing them when young and plastic into prescriptive habits, compelling each one to rely on his memory, and to seek his guiding principle in something external. The young Chinese begins to learn to write by memorizing the shape of a complex sign for the first word, and another for the second, and so on until he has memorized several thousand before he can graduate as a scribe. He very naturally becomes a copyist in everything he does. The hand of Confucius, reaching down through twenty-five centuries, holds him firmly in the prescribed path.

Oriental forms of society *generally* fix the status of the individual far more definitely than do the Western. Had you been born in Hindostan, the son of a Sudra, you were predestined to the basest of employments. Your neighbor, the

Brahmin, was preordained to a blessed life here and hereafter. The institution of civil society in India is a vast web of fate which overshadows the individual, and prevents the mobility which is thought essential to humanity in Europe. Yet this mobility is not realized any where in Europe to the degree that it is in America.

Whereas, in Europe generally, the ruling class is hereditary to a greater or less extent, there is also a separation of other classes — the proletary below, and the property-holding middle classes above them. The tendency is to prepare the people by early education to remain in the same class — the proletarian's children to be proletarians still — the landholder's children to be landholders again. Mobility of classes is not encouraged to any great extent; but far more now than formerly. Since the French Revolution this has especially increased in France, and all over Europe to a less degree. The accident of birth shall not count against self-determination, in America, at least. Here we approach an absolute mobility, particularly in "the West," and every man is waited upon by the totality of surrounding conditions soon after his advent upon this part of the planet, and pressingly requested to show what power of will there is in him. The circumstances all invite him to do the greatest deed in his power and receive his wages therefor. In a new country — not yet developed — he may serve at any work, from splitting rails in the woods to hair-splitting in the court or legislature, or he may try a hand at "running the machine" of civil government.

Finally, the function of education, as regards the wealth of the community, may easily be told. The trained and disciplined mind will not prove a servile imitator — an educated boy will not grow up the mere drudge. It will not require two heads to direct one pair of hands.

The most profitable investment a community can make is in men who have directive power. It is not often that people sufficiently realize the value to the community of those individuals who discover new avenues of employment. How many cities, like Manchester and Lowell, have been made almost entirely by the invention of the power loom? Where would be the wealth of this Mississippi Valley, had no adventurous Fulton invented the steamboat? Or where the wealth of the South, had no Whitney invented the cotton gin? The resources of this state are untold, if we can find the men to utilize them by mechanic invention! Wealth is not merely *exchanged*, it is *created* by means of commerce and the arts of transportation. What vegetable productions are left ungathered! what minerals are undisturbed in their native beds! what animals live and die in the wilderness! These are not wealth to anybody. They must be *utilized*, and this cannot be done by mere mechanical labor. It is the *directive intelligence* that is required. This alone will impress into its service the elements, and force them to lift, and tear, and draw for it whenever and wherever it lists. The one educated directive man of the community creates wealth enough to pay all the tuition in all the schools of his town or city. When a great industry is created, laboring people flock near, seeking the best way to gain a livelihood. This causes real estate to double and treble in value; this brings commerce, and merchants thrive on the profits of the goods bought and consumed. The whole wealth of the community arises from the application of directive intelligence, and the corollary deduced is this: No other investment pays so well as a good system of schools, kept up to foster the growth of this directive intelligence. The rugged soil of Massachusetts, unfitted for agriculture, and furnishing in quantity only cheap granite as its mineral resource, yet has a population trained for seven generations in public and private schools. This population is the most productive

community of its size in the world. Its productive industry amounted, in 1860, to more than the entire staples of the West and South — cotton, tobacco, sugar and rice included; estimating these latter at $350,000,000. Natural resources are nothing without the disciplined skill to use them.

Education is productive of wealth to the community, but this is not the most convincing ground to urge in its favor. It is the production of *civilized men* that we aim at. Mere wealth is only an instrument useful in the production of culture. If we care for the education and refinement of the boys and girls of the present, if we see to their spiritual culture, they will grow up strong men and women, and material means will be at their disposal. What is the material world to the presence of the immortal soul? As Carlyle says: "Sweep away the illusion of time; glance from the near moving cause to its far distant mover; compress the three-score years into three minutes —are we not spirits that are shaped into a body, into an appearance, and that fade away again into air and invisibility? We start out of nothingness, take figure, and are apparations; round us, as round the veriest spectre, is eternity; and to eternity minutes are as years and æons. Thus, like a God-created, fire-breathing spirit-host, we emerge from the inane, haste stormfully across the astonished earth; then plunge again into the inane. Earth's mountains are leveled, and her seas filled up, in our passage; can the earth, which is but dead, and a vision, resist spirits which have reality and are alive?"

To us in our pioneer life, on the verge of civilization, these considerations of the supremacy of spirit and of the omnipotence of education in elevating man to the position of lord over matter and into the possession of his spiritual birthright, are peculiarly inspiring. From the lofty and serene heights of the world's history comes to us the still small voice:

"Here eyes do regard you.
In eternity's stillness:
Here is all fullness,
Ye brave, to reward you;
Work, and despair not."

The Utility of Classical Studies as a Means of Mental Discipline.

[A paper read before Wisconsin Teacher's Association, Dec. 30, 1873, by Prof. WM. F. ALLEN, of the State University.]

By this topic I understand to be intended not a general defence of the disciplinary value of classical studies, but rather a definition and analysis of this value; that is to say, an examination of the kind of benefit derived from them, and the class of students to whom they are best adapted. With this view, I will lay down the proposition that in a course of study the primary object of which is discipline, there is a certain stage at which the ancient classics from the very best basis of instruction; and as a corollary to this, that in any course of study, so far as the object is discipline, the ancient classics are likely to prove the best feature to introduce at a certain stage.

This definition excludes, in the first place, all purely professional courses of study. If the classical languages find a place in these, as e. g., Latin in a medical course and Greek in a theological course, it is for their practical usefulness, not for their disciplinary power. It excludes, in the second place, all the lower grades of common school studies. The great majority of persons leave school at so early an age, that their studies must necessarily be such as will be of immediately practical use for them—the common English branches, which every person must have, and which are well enough adapted to be mental discipline required in their case. Our consideration is therefore confined to what we may call the High School Course and the College Course; in both of these courses discipline is the main thing, and practical utility a secondary one. The proportion of persons who have at once the opportunity and the taste to pursue such a course is small in any community; but the experience of our seats of learning shows that to make this "opportunity," money is far from being

the essential; our most brilliant and successful scholars are often those whose "opportunities" were simply "brains" and "wit."

I think that the discussions of the last few years have resulted in two important conclusions in regard to College courses; and I think I shall be supported in bringing High School courses under the same category. These are: first, that their primary object is discipline, as I have just assumed; second, that discipline is only the primary, and not the sole object, and must be combined with practical usefulness. That is to say, the problem is to decide what studies combine the highest degree of mental discipline with some degree at least of practical usefulness in the work of life. It may very well be that there are, for example, some developments of theoretical mathematics, some complicated applications of the rules of logic, some details of natural history, which have no conceivable use except in training the reasoning faculties, or exhibiting the principles of classification; but that their serviceableness in these respects is so great as to warrant their introduction into a course of study. There may very well be a certain proportion of mere mental gymnastics such as these; but a course made up exclusively, or in any large proportion of such studies, can find no place in our present schemes of education. Life is too short, and there is too much hard work to be done in it, to allow much of it to be spent in *mere* preparation; especially since it may be maintained that in general the studies that give us the best training, at the same time give us the best tools.

I should not be justified, therefore, in arguing for the introduction of the classical languages into a course which is essentially disciplinary, if it could not be proved that the knowledge of these languages will be serviceable in after life. This point I will not stop to prove, partly because it is not a part of my subject, partly because it has been proved a great many times already. It will be enough to say that there is probably no person who has a fair knowledge of Latin, who is not glad of it; and few persons of culture who are devoid of it, who would not be glad to have it.

My proposition is, then, that at a certain stage in the High School and College course, the ancient classics form the best means of discipline, and therefore may be pronounced an essential part of such course. To define further what this stage is, it will be necessary to enter into one or two preliminary inquiries, which will at once show their usefulness as a means of discipline; and at the same time define the point in question, the age, or grade, at which they will be found most advantageous.

Leaving out of view the moral and aesthetic nature, education must be mainly directed to the development and training of three faculties,—Observation, Memory and Reason. This is their natural order: we first observe, then remember, then reflect. The first two are devoted to the acquisition of knowledge, the third to its application. Following out this division, we come again to a proposition which has been generally agreed to by educators, and which, therefore, I will not stop to argue—that the education of the child ought to follow this natural order; that observation and memory should come first, and reasoning afterwards. Not that the three can or should at any time be entirely separated. The weak and immature reasoning powers of the child can receive a healthy exercise and development at every step in the acquisition of facts; and it is in this that the skill of the teacher mainly consists. Those teachers are equally at fault who make the entire instruction of the child a matter purely of memory, and those who on the other hand task their reasoning powers too severely by lessons above their comprehension. These views are supported by the almost unanimous judgment of experienced writers and thinkers upon

education, who are constantly urging the introduction of Natural History into the lower grades of schools, and the relegation of the technicalities of English Grammar to the upper classes, where they belong.

At the age, say of ten years, when the reasoning faculties should begin to receive a moderate exercise on their own account, no longer incidentally as in the earlier stages of education, probably the best selection of a study that could be made for this purpose, is that which has been made in practice—Mental Arithmetic. Arithmetic, and the other branches of mathematics, continued steadily and moderately,—not in the exorbitant degree which is common in our schools—should form the staple of *intellectual* education for some time after this period.

The lower mathematics, however, develop the reasoning faculties only on one side, that of exact-proof; for this they are indispensable, and this is one indispensable side of education. But most demonstration is not exact, but only probable, and to train the reasoning faculties in the direction of probable proof, another class of studies is required. That is to say, to train the mind for its principal work, that of judging of evidence, when the evidence is conflicting or incomplete, when it is possible to come to only a provisional and uncertain decision, a mathematical training is inadequate. And as this is the character of most of the labor which the intellect has to perform in life, it follows that the main object of a disciplinary education should be to prepare the student to form judgments upon uncertain and conflicting evidence.

For this end a large number of studies are well adapted, none better than, for example, Geology, Physics and Political Economy, which are studies of the highest educational order. But these are studies which require as a foundation an amount of previous acquirement, in the way of subsidiary sciences, or of observation of facts, which make them come full early enough, if they are placed in the senior year, at the very end of a long course of study. The same thing is true in a degree of scientific and moral subjects as a whole; in proportion as they are highly educational, they are difficult and complicated; in proportion as they are simple and easy, they are unsuited to this, the main end of education, for the reason that they appeal chiefly to the eye and memory, rather than the reasoning faculties. The question is, what branch of studies will best fill the gap? will best develop in the youthful mind the capacity of reasoning upon doubtful and conflicting evidence? will form the best introduction to those higher sciences—physical and moral—which task the highest powers of the mind?

For this object there is nothing so good as the concrete study of language; that is, not the abstractions of grammar, but the practical dealing with words and sentences. The abstract study of language, whether in the philosophy of grammar, or the details of linguistic science, belong further on, with the higher range of subjects which come in best at a more advanced stage. At the period in question, say from twelve to sixteen years of age, the work of translating from one language into another—handling its concrete forms—calls into active and healthy exercise all the intellectual powers which need to be exercised at this stage. The memory plays a large part, especially in learning words and forms; but the translating itself is essentially a process of reasoning. The rules of inflection, indeed, may be so largely generalized as to make the learning of paradigms principally a matter of classification; and the study of the derivation and relationship of words takes away its purely mnemonic character from the acquisition of a vocabulary. But when it comes to constructions, the memory has very little to do with it; the pupil is obliged from the very first to work logically—the forms must be determined ac-

curately, and the power of each form must be understood, so that each step in translating shall be not a hap-hazard effort to make the words mean something, but an intelligent analysis of the elements present, so as to ascertain what they must and actually do mean.

It is not necessary to enter more minutely into this argument, because this, too, is a point well agreed to by educators. Every disciplinary course of study intended for the classes in question—High School pupils and the lower College classes,—is as a matter of fact made to consist very largely of the two branches, Mathematics and Language. The only point with regard to which there is any difference of opinion, is what languages are best suited to this end. The old system made use of the ancient languages; the present tendency is to institute the modern languages, and I will admit frankly that if there is room but for one language, in a course which while mainly disciplinary, is still intended to finish the pupils formal education, the claims of some modern tongue could hardly be resisted. Any language can be made highly disciplinary: and every course must have an eye to practical profit as well as to discipline. Our concern is with courses that admit of more than one language.

My proposition is that, apart from practical considerations, the Latin and Greek languages are intrinsically the best for the purposes of discipline; so much the best, that, if a course were exclusively disciplinary, there should be no hesitation, and in any course that admits of even but two languages, one of these should be one of the two.

The most obvious, although not the weightiest reason, is the very fact of the remoteness and strangeness of the language. It is a mistake, at the age in question, to try to make the work too easy for superficial labor. Real work, but not too much of it, is the right principle. The English language, for example, is as deserving of minute study and as favorable to mental discipline as any; but this study must consist in a considerable degree of abstractions, or of recondite points of scholarship, for the reason that the work that first engages the student of a foreign language, and which give him the mental exertion I have described, is impossible here. The boy knows what the sentence means, to start with; and if he is told to study its meaning more intently, he is set to a work of subtle and delicate order, unsuited to his rough style of mental labor. For this reason English affords material for only a term or two of severe study adapted to this stage. And what is true of English, is true in a degree of the modern languages cognate to English. The pupil finds nearly the same order of words and rules of construction as in his own language, so that he makes use very much more of mere memory, and less of the reasoning powers.

This brings us to the second and most important argument—the character of the languages themselves. The reason that translating from French or German is much more a matter of the memory than from Latin or Greek, is that their difficulties consist in so much greater degree, in idioms, rather than constructions; a natural result of their analytical character. or use of auxiliaries and prepositions instead of inflections. There is of course a difference in this respect. German is far less idiomatic than either French or English; and is for this reason the best adapted for purposes of mental discipline; Greek, on the other hand, is more idiomatic than Latin, and for this reason less adapted for purposes of mental discipline. It is in the language, as in the institutions of Rome, that the pupil comes most completely under the dominion of law. Now the analysis of idioms is a most useful and interesting practice at a more advanced stage, but for beginners they are a matter of pure memory, while laws of construction be-

long exclusively to the domain of reason. A regular construction may be readily analysed by the comparatively young pupil, and studied in its principles and application; and these laws of construction, in their varied uses and complicated relations, present precisely the kind of mental exertion which the pupil needs. In proportion, therefore, as a language is syntactical rather than idiomatic, it is adapted to the purposes of mental discipline; and while German and Greek possess this character in a high degree, the Latin possesses it in the highest degree. No language, therefore — no one, that is, of the languages commonly studied, can compare with Latin for this purpose. It should at the same time, be remarked that in arguing for a classical language, it does not necessarily follow that it should be Latin. Many persons are in favor of beginning Greek first, and if our text-books were adapted to this order, there would be no conclusive objection to this course. And if but one ancient language is to be studied, it might very well be that the superiority of Greek literature might outweigh the superior disciplinary advantages of the Latin language.

As our subject is the disciplinary power of the ancient languages, the discussion might end here; their disciplinary value consists essentially, in the two features just indicated — the rigorous application of laws, and the unfamiliar character of the constructions, which enables them to be studied from a more independent and objective point of view. This does not by any means exhaust the benefits of classical study, but the other benefits come under a somewhat different head. The philosophy and institutions of the ancients, for example, indispensable as they are to any student of philosophy or of political science, may — for this purpose — be as well studied through translations and modern commentaries and treatises, as from the original writers. There is, however, one large class of benefits, which may very properly come in here, although they have reference rather to the æsthetic than the intellectual nature; that is, the literary excellence of the ancients. The style, although primarily a matter of taste, is largely also dependent upon the reason; and from this point of view we find the study of the ancient *authors* as serviceable as that of the ancient *languages* is in the point of view already considered. This is an advantage that can be obtained only from the study of the original, not of translations; for the very essence of a good translation is that it should not preserve the idioms and stylistic peculiarities of the language from which the translation is made, but should transfer the thoughts and statements of the original into the idioms and forms of expression which belong to the language into which the translation is made.

The qualities of style in which the ancient writers far surpass the moderns are, symetry, precision and compactness; and these qualities arise chiefly from that same inflectional character which is the source of their syntactical perfection. The genius of the modern languages tempts to a loose, inexact and irregular style, so much so, that if a modern writer makes it his direct aim to reproduce these distinguishing qualities of the classical writers, the result is almost sure to be something at once obscure and ungraceful I can hardly think of any English writer except Lord Bacon, and perhaps Milton and Ralph Waldo Emerson, who have developed a style as elegant and perspicuous, and at the same time as terse, exact and vigorous as the ancients. Now it is of no use for a modern writer to *imitate* these qualities of the ancients; but it is of the greatest use to study them, to be familiar with them, to have the mind imbued with them; and then, unconsciously when he is simply doing his best to write correct, idiomatic English, some traces perhaps of their fine qualities will find their way to his pen.

The course of study, therefore, which I favor for those who have the opportunity and taste for a thorough disciplinary training, is to begin in childhood with those branches that train the eye and exercise the memory; drawing, coloring, natural history, the elements of geometry, simple applications of numbers, stories from history, and the descriptions of foreign countries. All of these, in a greater or less degree, admit of some exercise of the reasoning powers; and as these powers become more vigorous and mature, their exercise should occupy a larger and longer share of time, until at some period, between twelve and fourteen, or even later, the pupil may to the best advantage take up the study of the ancient languages, with a view to regular and systematic intellectual discipline.

It has been necessary for me, in presenting my views as to the place of the ancient languages in an educational scheme, to touch somewhat upon the province of others, so far as to assign their respective places to other studies. All parts of an educational scheme hang so closely together, that one cannot be adjusted without reference to the others. No apology therefore is due for thus transgressing.

Sanitary Regulations of the School Room and Number of School Hours.

[Extracts from a Paper read before the State Teachers' Association, at Madison, Dec. 30, 1873, by JOSEPH HOBBINS, M. D.]

The first, and by far the most important feature of the sanitary regulations of our schools, is that of Ventilation; to this, therefore, I would first call your attention. When one comes to consider the manifold sources of contamination of the atmosphere of our school-rooms, so much suggests itself, so much there is to say which ought to be said and repeated a thousand times, that one shrinks from the task of laying open the subject of school ventilation. Externally the low situation of some school-houses, being built in the vicinity of marsh land, where, owing to rapid evaporation, the average temperature is low, is a great source of evil; also the malarial poison generated in such localities, and the emanations from adjacent places of convenience, where deodorization and cleanliness are apt to be neglected, and whose drainage is more or less impracticable. Internally, take into consideration the unscientific system of warming; the poison thrown out by respiration, by perspiration, by unclean clothing, or clothing saturated with the matter of infectious disease, etc.; added to which is the almost absolute absence of any proper ventilation; and it will appear to you as it does to me, that a school-room must of necessity become, even in times of health, a fruitful source of disease, and in an epidemic season, a focus from which disease must and does radiate, with as much certainty and constancy as effect follows cause.

The progress that sanitary science has made of late years has taught us the great fact that almost all diseases enter the system through the impurity of the atmosphere we breathe. When this truth was first propounded, men ridiculed its teaching, and regarded the asserters of it as speculative enthusiasts. Time has now furnished statistics from which we can deduce, with unerring certainty, that such is the fact, and which at the same time prove just as certainly that by the purification of such atmospheres, such diseases can be and are daily prevented.

A school-house, especially in a new country, where from a variety of causes malaria is more apt to prevail, should have for its site a more or less elevated situation. This secures comparative freedom from soil-emanations and low temperature. It should not be surrounded too closely by buildings or trees, but be open to the winds—to a plentiful supply of pure air. All external sources of animal and vegetable poisons should be regularly and carefully removed, and all stagnant ponds and sluggish mud-streams and mill-dams avoided; for science has taught us to regard with dread the ema-

nations of decomposition in such places, as sources of disease and death.

A school-room should be high in order not only that it may be airy, but well lighted; inasmuch as light has a strong similarity to heat—both being but modifications of the same cause. Therefore as in nature, so in our artificial structures, one should be considered as much as the other, and proper arrangements must be made for ventilation. * * * To prove the necessity of all this, I will quote the old experiment: Place a lighted candle on the floor of a room at the open door; and, if there is no other access for air into the apartment, it will be observed that a current of cold, and therefore dense air, on entering, will drive the flame of the candle inwards. By holding the candle midway between the top and bottom of the door-way, the flame will be quite still, because no current exists in that position. If the candle is held so as that its flame shall be near the top of the door, it will be observed to be driven outwards, because thence the hot and lighter air makes it escape. * * * It is evident then that a supply of pure air must be made to enter at the lower part of a room, and an escape for hot air should be arranged for at its top. And yet, if you will walk into some of our city school rooms at your first opportunity, you will find, as I have found, hot air rushing into the room from the floor, and cold air let in from the tops of the open windows. A system—or rather practice—opposed to natural laws, and therefore opposed to science, and one affording but a very questionable ventilation.

Let us for a moment question it. It should be borne in mind that gaseous bodies, such for instance as air, expand on the addition of heat; that expanded air being lighter of course tends to rise, inducing air of a more dense and a cooler nature to rush in to take its place. Now the very fact of the expansive and rising character of hot air clearly points out that it should be admitted from or near the floor, and from the heavier nature of cool air, it is equally clear that if a pure atmosphere is to rise in the room, it also must be admitted at about the same level. And just so far as Nature is imitated in this respect—and only so far—will ventilation be successful, and doubt and questioning set at rest.

Objections, however, are raised to this mode of admitting cold air. The answer to these objections may be given with some such explanation as this: Just so soon as a stream of cold air is admitted where hot air is being forced into the same room, the cool air in all its purity becomes immediately expanded by the warmth, rises to the top, carrying with it the impurities being generated by the occupants of the room, and then floats away by its own law of expansion—through the apertures made in or near the ceiling for that purpose, the very warmth derived from the breath and bodies of those present, giving additional impetus, by the union of currents they effect, with the general current in the room.

But in order to see that we are not attaching too much importance to the necessity for a proper mode and an adequate amount of ventilation, let us briefly examine the noxious influences brought to bear upon the atmosphere of a school room. First in importance, perhaps, is that arising from respiration. From fifteen to twenty pints of vitiated air is upon the average expired each minute from the lungs. At each expiration a volume of poison is cast into the air about us. In addition to having robbed the atmosphere of a portion of its vital part, we also set free at the same time its nitrogen, which forms four-fifths of its bulk, and which is a gas that will not support life.

Then follow the exhalations from the skin. Here you must permit me, for reasons which will afterwards appear, to make a little digression.

Under a microscope of sufficient power

it will be observed that the human skin is punctured, as it were, with almost innumerable small orifices, probably averaging three thousand five hundred to the square inch. These orifices are the openings of the perspiratory ducts from which the perspiration may be seen at times to flow. Now, these ducts, or channels, or tubes as they are variously called, communicate with little cavities upon the under surface of the true skin which contain very small glands, whose function is to receive the impure blood always passing into them, and to purify it by casting out, through the perspiratory ducts, the waste and offensive matters which it contained. The blood being thus purified, another set of vessels carries it back again to the body, and this work in the skin is constantly going on. * * * There are sixty feet of these little ducts, or canals, to every square inch of the human skin. Now, the number of square inches of surface on a man of ordinary height and bulk is 2,500; the number of pores 7,000,000; and the number of inches of perspiratory tube 1,750,000, that is, 145,833 feet, or 48,600 yards, or nearly twenty-eight miles. Such a vast piece of mechanism must needs have very important duties to perform, duties most essential to the well being of the human economy. Not the least important of these is the one already alluded to—the casting out of the impurities of the blood, the retaining of which, because the pores are closed by winter cold air from upper sashes, or the imparting of which to another, because of want of ventilation, is equally destructive to health and to life.

That these impurities, or emanations from the skin, should in quantity be commensurate with the mechanism employed for the purpose of casting them off, you would be prepared to expect. Consequently, it is not a matter of surprise to learn that it amounts to about thirty-three ounces in twenty-four hours. With these figures before us, it is incredible that any one should be found in connection with public schools, indifferent to this subject of ventilation. And yet these figures are to be found in almost every book upon the subject.

But am I not making the worst of a bad case—am I not exaggerating? Are these products of perspiration so poisonous in their character as is set down? This has been tested in a very startling manner, and admits of very immediate proof. It was wished upon the occasion of some great celebration, to have a living figure to represent the Golden Age, and a poor child was innocently covered all over with gold-leaf and varnished. The child died in about six hours. * *

I have confined myself, so far, in speaking of poisonous emanations of the skin to those which are given out in health; but to lend force to what I have just said, it may not be out of place to allude to those which arise from disease. To be sure these may be said to be exceptional cases; nevertheless they are, to my knowledge, sufficiently common to warrant, if not to demand, some notice. There is a class of serious diseases which, by medical men, are known as contagious, and by the public, as "catching diseases;" such for instance as typhoid fever, small pox, scarlet fever, meales, etc. Now, the poisonous matter of any one of these diseases given out in a school room by a diseased pupil is sufficient to so affect the school atmosphere as to convey the disease. Hence, in time of epidemics, ventilation becomes more than ever necessary, since it is the only practicable means —the only means the teacher possesses— that can be used as a preventive of disease; it being well understood that "*where ventilation is complete, in other words, where the gaseous poison is freely diluted with atmospheric air, the sphere of its operation is very limited.*"

There is yet another source of poisonous emanation to which schools are exposed; I mean the clothing of children. Concerning cleanliness in general, the teacher can not lay too great stress; but

uncleanliness in the scholar's clothing—I mean uncleanliness as well to the nose as to the eye—is a matter that should not escape notice. There is a very peculiar and most marked odor attached to woolen clothing that has been shut up in some close and neglected dwelling, if only for a night, and be assured such odor is of poisonous character.

But sometimes disease and death are carried by woolen clothing, that gives you no notice by its appearance, or unpleasant odor. A London physician of the highest standing in his profession, relates, in one of his lectures, that a piece of flannel used on a child's neck in a family that had suffered from scarlet fever, gave rise a year afterwards to the same disease, in the same house, which had been vacant during the time. The flannel had been shut up in a close drawer, and not been exposed to the air.

Another source of impure air is only too noticeable in schools heated by furnaces, particularly when from the comparative mildness of the weather little fire is required, but is liable to occur at other times, as I have personally observed in the Second Ward School House of this city, which is claimed to be one of our best arranged buildings.

We have seen how the foul air of the neglected school room is constituted. Robbed of its life-preserving oxygen; filled more or less with life-destroying carbonic acid gas; loaded with poisonous emanations from the breath, from the skin, from the clothing, and sometimes from external emanations; the room warmed with air at times more or less deprived of its moisture, and at times loaded with the products of combustion; ventilated in a way calculated to do almost as much harm as good;—we have already heard all this,—but it is not possible that we shall ever hear the amount of mischief of which it is the cause, because too general and possibly spread over a life time. * * * The atmosphere of a school room is not simply impure air—it is rather to be regarded, oft times, as an atmosphere of poison—such as is to be found in ships which are unclean, badly ventilated or over-crowded, or in prisons or hospitals. Consequently it must and does give rise to and become, as I have witnessed in this city, the exciting cause of typhoid fever. You cannot live on poison; and whether you eat it, or drink it, or breathe it, the result is the same. I cannot easily imagine a more prolific source of disease than the one we are now considering, especially, as I have before said, when an epidemic atmosphere prevails; the predisposed being ready to take on disease.

But beside the ills which arise to health from air filled with animal emanations, there is another class of ills which occur from the presence of too much carbonic acid gas, so freely and so constantly poured forth by the breath and the skin. I mean nervous diseases.

That we may appreciate the action of this poison in our schools, it is only necessary to run over its effects in the order in which they commonly occur. When this gas has accumulated to the extent of one per cent. in the air respired, feelings of faintness and uneasiness across the brow begin. At two per cent. the heart is quickened, the faintness greater; there is some giddiness and nausea. At three per cent. there are vertigo, fluttering of the heart, nausea and sickness, followed by an overwhelming sense of muscular prostration. At this moment the contractions of the heart become very feeble, the skin relaxes, and is bedewed with a cool, clammy perspiration. These symptoms deepen with the increased quantity of carbonic acid in the air respired, until the utmost limit of toleration is reached. From these effects it is certain that confinement in an atmosphere charged with carbonic acid, even to the extent of one per cent. only, quickly deranges the functions of the heart and ultimately deteriorates the tissues themselves of that organ. It is certain that in this func-

tional disturbance lie the germs of organic mischief, and that frequent repetitions of this cause will undoubtedly end in organic disease. "We can at most," says Hufeland, "breathe the same air only four times; for it is then, from the finest support of life, converted by ourselves into the most deadly poison."

Executive Session of the State Teachers' Association.

MADISON, WIS., Dec. 29, 1873.

Pursuant to public notice, the Executive Committee of the Wisconsin Teachers' Association, with a large number of the teachers of the state, met in the room of the bank comptroller, in the state capitol, and organized under the chairmanship of B. M. REYNOLDS, of La Crosse, President of the Wisconsin State Teachers' Association. J. Q. EMERY, of Fort Atkinson, was chosen Secretary.

Prayer was offered by Dr. CHAPIN, of Beloit College.

The discussion of the first topic upon the programme, "Compulsory Attendance," was opened by Supt. CHANDLER of Dane county.

Mr. CHANDLER said that the pressure of official business had prevented him from making a full preparation, but he would make no apology. This subject had been fully discussed elsewhere, and a strong pressure was being brought to adopt this measure here. All of us, no doubt, wished to do right. He would call attention to a few points which should be attended to. The topic of compulsory attendance, involves:

1st. The enforced attendance of every child upon the public school long enough to enable him to read, write and cipher in simple numbers. We must insist that this attendance be long enough to reach these results. This cannot be accomplished in as brief a time as one would at first think. It usually takes from five to eight years. This then, involves the enforced attendance upon school during this length of time. We must look at this question i· all its bearings. We must determine the age, which shall be included in the operation of this law. This will be attended with some difficulty. Select any five years of a child's life, and there will be some difficulty to say that the law shall lay its hand upon the child, and take him from the control of the parent who may need his services in manual labor.

2. This measure involves the supersedure of parental authority, or rather the assumption of parental authority by the State. This is an innovation. At first thought this may not seem far out of the way. As we look at the dangers of the State from ignorance, and the right of the State, it may not seem very objectionable, but it is an innovation, and one which will meet with opposition. And it may be questioned whether the State has the right to assume all the authority which the enforcement of this law would require. This supersedure of parental authority involves other matters — it brings with the question the right of the parents to exercise their judgment as to the propriety of patronizing certain schools. Certain parents felt loth to patronize the public schools, and knowing the circumstances surrounding the public schools, he himself would not only neglect, but refuse to send to the public school.

It was a serious question whether the assumption that the merest rudiments of learning wonld make the child a better citizen. He would not argue against learning, but he thought that a little learning was a dangerous thing.

3. It involves the assumption that the merest fragment of learning *thus acquired* would render the child a better citizen. He was in not in favor of ignorance. He was in favor of the most widely spread education. But take away the stimulus of love and bring him into bondage to compulsion, and he did not believe that we would gain as good results as now.

This law implies,

1st. Such an indifference to and neglect

of our present school facilities, as to require it. It would be unwise to ask for such a law if there is not the most serious demand for it. Is there such indifference? To answer this we must fall back to statistics. The figures published show that a large number of our children are not attending school, and our last census shows that illiteracy is on the increase. He had a theory on this point, and did not think it proved this indifference.

2. Such an absence of parental care and such indifference to the future welfare of their children as to demand such a law. It might be well in some cases to pass laws to provide against some future evils. If the depraved tendencies of our nation are such as to warrant us in believing that our citizens will thus neglect their children, then it might be well to pass such a law. But we need the most positive proof that such depravity exists.

3. Such a mercenary spirit and practice in the employment of children of tender age in manual labor, as to demand such a law. If this is the case here among us, we ought to protect the children, and give them at least the care we give to dumb animals. But does this state of things exist in Wisconsin? On one side of his district they raised tobacco, and it interfered with the schooling of the children. He would go so far as to favor a law forbidding children to be kept out of school to tend tobacco. But on the other side of his district they raised onions, and to be consistent, he must also prohibit children from being employed in weeding onions.

He had alluded to the census report of growing illiteracy. His theory was that the illiteracy does not grow out of neglect of our schools, but it was imported illiteracy. It was largely composed of grown up young people who were kept from school by their pride. He knew of cases where young men grown were reading in the same class with children of six or seven years. This did not look like neglect of school privileges.

The figures taken from his notes of visits showed that but one-half of the children in 29 districts were attending school. But this was not the fact. His visits were all before Christmas: if he should make his visits now he would find fifty per cent. of these absentees at school. The school-houses in his district averaged $600 in value. There was expended on an average $4.25 for every pupil in the district. This did not argue indifference. He had a better remedy. It was to have better schools. He was fearful that in our great zeal to have schools of a certain kind, we had lost sight of one of the greatest aims of the common school. It is the duty of the teachers, if there are scholars in the district who do not attend, to know the reason why. The old plan of boarding round was not an unmitigated evil. It would be a good thing if we could have a missionary or two in every district.

J. Q. Emery, of Ft. Atkinson continued the argument. He found himself alone in his advocacy of compulsory attendance. If he believed in the question as stated by Mr. Chandler he would also oppose it. The child had a right to an education, and no person had a right to take it from him it. He would not favor sending all children to the public schools. We have academies and colleges which are not public schools. He would hold that the child had a right to an education and that the State has the right to enforce this education. The State has a right to say how much we must know at least that we may be safe citizens; and it has the right to demand this education. The child may get it anywhere, at home or in college, but he must have this.

Prof. North of Pewaukee, said he did not question the right of the State to see that each child should have an education. He would go further, it was the duty of parents to bring up their children to habits of industry. A close logician might go on and prove that law.

It is not expedient, for it would fail.

No board of supervisors would dare to put it in force. The dog law could not be enforced.

It is not necessary. In Waukesha Co., the per centage of attendance from 7 to 14, was over 86.

Mr. CHANDLER said the attendance in his district was over 90.

Mr. NORTH said he knew that Waukesha county was not at the head, but he held that an attendance of 86 per cent. gave no caase for alarm for the commonwealth, and this was the only reason for this law.

In Waukesha county each child had on an average 40 weeks schooling. A person so educated was not a dangerous citizen.

A man was not necessarily a bad citizen because he could not read and write. He knew plenty of them in Waukesha county. Whenever there was a really good school, there was a good attendance. The idea that every good-for-nothing teacher should have the power to compel the children to drink of his muddy water was an outrage. To make a horse eat, give him something better than an empty rack. To give better advantages was all the compulsion necessary.

Dr. CHAPIN, of Beloit College, said: Two or three questions had arisen in his mind which had been partially answered, These questions were:

1st. Is it necessary to attain the end?

2d. Is it practicable?

3d. Supposing such a law was enacted, would it accomplish the object? In some communities such might be the only remedy. But such did not seem to be the case in Wisconsin. He thought that illiteracy had been referred to its true cause. He thought that other agencies would reach the end quicker than legislation, of which he thought we had ten times too much.

Dr. FALLOWS said that he had been slow in reaching the conclusion that in this State the law should step in and compel the parent to send his children to school. Looking at the working of the laws in European countries and in the States in this country where it has been adopted, and looking at the 54,000 persons in this State who could not write, he thought that the law should step in. There were over 50,000 children in Wisconsin who never attended school at all.

Dr. CHAPIN asked if Gen. FALLOWS had discovered any way by which the law could be enforced?

Dr. FALLOWS said he had not.

Dr. CHAPIN said that GUIZOT said that GREGORY failed as a reformer from attempting too much.

Dr. TWOMBLY said that he was in favor of compulsory attendance. This involved a necessity for it. If there were no children to be educated, then there was need for it, but if children were being neglected, then he would be in favor of a law compelling them. He was satisfied that educational statistics were unreliable. He knew the law had worked well at the east. But he was not in favor of laws which the moral sentiment of the people would not enforce. The first duty would be the missionary work.

Mr. MARSH criticised the statistics. He knew that many clerks made out these figures without leaving the house. In one instance he visited every family in the district, and found the number twenty-five too high in the clerk's report.

Mr. RAIT, of Sheboygan, said that he congratulated Messrs. NORTH and CHANDLER upon living in such enlightened regions. He did not; of all the children in Sheboygan, only about one-half of the census attended school. He said tnat in the factories there were boys deformed by being put to labor before they were strong enough, and he knew they were deformed mentally.

Rev. Mr. PRADT said it was unsafe to reason from exeeptional cases; and he knew that the state of things at Sheboygan was wholly exceptional. He thought that our present work should be to make the schools better; and he thought that

where the schools were good, nearly the whole of the children attended school; that the effort of attraction should be more thoroughly tried before we resort to compulsion.

Superintendent SHAW, of Madison, also presented a paper on the subject.

The subject was still further discussed by Prof. O. R. SMITH and Mr. MARSH.

The discussion of the subject of Attendance on Teachers' Institutes was opened by Prof. ROBT. GRAHAM: No one could doubt that intelligence was necessary to the well being of a republic. What means shall be used to secure this intelligence? Wisconsin has placed upon her Constitution that district schools shall always be free. To supply these schools requires 6,000 teachers, and to properly train these teachers requires special instruction. He showed that 90 per cent. of the teachers in Wisconsin had received no special training. Can a supply of properly trained teachers be obtained? The normal schools furnish about 600; colleges and high schools will furnish as many more, but not one-quarter the number required. In this state of things, the meagre aid of Institutes may be of great service. This Institute work was disheartening, but faith is necessary. The Normal Board and the State have both made ample provision for these institutes. Every County Superintendent is obliged to hold one each year. They should be held mainly in September and October, to be immediately followed by examination. They should be held five days, with two sessions a day. Work to be done will be as follows: one-half given to instruction; one-third given to school methods; one-sixth to model class-work and criticism. Teachers do not attend these institutes,—not 50 per cent. of the the teachers attend.

Let the State Superintendent see that each County Superintendent holds an institute, as required by law. Let the State Superintendent publish a list of County Superintendents, who do, and do not, hold institutes. Let each County Superintendent notify each teacher of the institute, and publish a list of teachers in attendance, and give to each teacher so attending five per cent. additional on examination; hold the institute in the fall; give at the spring examination certificates for only six months. Let each County Superintendent pledge an attendance of fifty per cent. of teachers, and a failure to secure this, forfeit the State aid the next year. He believed that this plan would secure an enlarged attendance. He would emphasize particularly the point of requiring the publication, by the County Superintendent, of the work to be done, so that teachers might come prepared. If they were well prepared, they would be anxious to come, while if they were consciously ignorant, they would shrink from exposing themselves to unexpected criticism.

The discussion was continued by Prof. SALISBURY, of Whitewater. He said the cause of education does not command so much money that it can afford to waste a dollar of what it has. Our teachers are not yet so well equipped that they can afford to neglect any means of improvement. How shall institutes be made worth their cost? In compulsory attendance, says one; deny licenses to non-attending teachers, say others. The first essential to an increased and satisfactory attendance upon the institutes of the State, is that they be made to command the confidence of the educational public. To secure this, institutes must be made really valuable. But grant perfection to the institute itself, there is yet a class of so-called teachers who will not voluntarily seek the aid offered. They have no love for perfection even, if it demand of them any intellectual exertion or pecuniary outlay. How shall they be brought to the fountains, except they be compelled? The institute can do but little for such.

The superintendent who asks for compulsory legislation gets no sympathy of

mine. He, of all men, can, if he will, do most to improve the teaching force, and to keep out the cheats and the drones, to awaken enthusiasm in the worthy, and to lead them to all sources of inspiration and improvement. But there are certain outward and, so to speak, mechanical measures, the adoption of which will do much to assist both superintendent and teacher in overcoming untoward circumstances. Let it be once understood that the institute is a fixed institution of regular recurrence at convenient seasons and places, and a great step is gained. Punctuality on the part of conductors and lecturers is important. Satisfactory and definite arrangements for cheap board and good accommodations are of the highest consequence. But if we must have any compulsion in the matter, let it be local and indirect. This is the conclusion of the whole matter: the institutes must be made strong, practical, reliable, attractive, even though they cost more money and labor than has yet been expended. But above all and behind all there must stand an intelligent, honest, *live* supervision. Time and patience are necessary; good work must be done and continue, and in this we will put our trust.

Prof. McGregor, of Platteville, said it would be the merest impertinence for him to aitempt to add anything to what had been said; but he would most heartily endorse the views presented by Prof. Salisbury.

Prof. Allen, of the State University, then presented a paper upon the "Utility of classical studies as a means of mental discipline."

[This paper is given in full in the present number of the Journal.]

Prof. Winchell, of Milwaukee, said that he would not attempt any remarks in addition to the able and admirable essay of Prof. Allen. He considered the subject as one of great interest, and one worthy the careful attention of the teachers. He was heartily in sympathy with the study of the ancient classics in our high schools and colleges, and fully believed in the practical utility of classical studies. He had observed that pupils who had been drilled in the ancient tongues graduated from the high school with a far superior culture, and a better preparation for the higher courses of instruction, than those who had not pursued such studies.

Prof. Salisbury thought that these studies should be required in the Normal School, as the power of discrimination by this study was precisely what the teacher needs.

President Chapin asked if it would not be advisable to begin the study of grammar with Latin rather than with English, as is the custom. He said that at ten years of age he had acquired a sort of knowledge of English grammar, and was pronounced competent to parse any English sentence. Then he went to grammar school and began Latin grammar. Here a new world opened to him, and he saw that all he had learned in English grammar was a mere mechanical exercise; but here he saw that no sense could be got out of a Latin sentence before the grammar of it was understood. And he would raise the question whether it would not be advisable for children to begin the study of grammar in the Latin grammar.

Prof. Kerr said that his experience would lead him to answer the question by President Chapin in the affirmative. He had always considered the time spent in the abstrusities of English grammar as entirely wasted.

Prof. Carpenter stated that the reason why English grammar is so generally useless is because it is not English grammar, but Latin grammar in an English form.

Prof. Feuling said that he was surprised to find this topic brought up as a question for discussion, as he supposed it long ago settled. He thought the great benefits of the study of language were due to the formative elements; and in

this he did not see why other languages possessing the same peculiarities would not offer the same benefits. He alluded to the benefits to be derived from the study of a modern language under the light of a modern philology.

Rev. Mr. PRADT said that he thought the earlier a student could begin Latin the more rapid would be his progress.

President ALBEE said that he began life in a saw mill and thus grew up thoroughly practical. So at the age of 21 he began the study of Latin and Greek, on the idea of making it pay, and upon the dollar basis, he had found it to pay in the fullest sense of the term. He saw so much culture outside of classical training, that he sometimes thought that he was drifting away from the ideas with which he graduated. Is there not so much in mathematics and science and our own language, that requires our attention to such an extent that it is hardly worth while to teach classics at all? The practical question for him, as the presiding officer of a school preparing teachers, was, shall we leave out the classical languages? If the classics were in all cases additional, it would be well, but in most cases the question would be, what must be omitted? shall we omit anything for the classics, and if so, what?

Mr. REYNOLDS said he thought that here in Wisconsin we were drifting towards exclusively English studies. He hoped that the subject would be further discussed, and a report given upon it.

On motion of Mr. Emery, the subject was referred to a committee consisting of President ALBEE, Prof. ALLEN and President CHAPIN.

Adjourned.

AFTERNOON, Tuesday, Dec. 30.

The session opened with brief reports by gentlemen from various parts of the State. This feature of the session was of great interest.

On motion of Mr. PARKER, a Committee of Conference was appointed to invite the County Superintendents to meet with the State Teachers' Association. The Chair appointed as such committee Prof. MCGREGOR, and Messrs. SABIN and HUTTON. Mr. CHAMBERLAIN, of Lancaster, Mr. RAIT, of Sheboygan, Prof. SALISBURY, of Whitewater, reported for their several localities. J. Q. EMERY, of Fort Atkinson, alluded in feeling terms to the late Mr. PURDY, whose influence was still manifest there. Prest. CHAPIN reported for Beloit College; he stated that they had inaugurated a philosophical course, which should be completely parallel to the classical course, requiring as much preparation and giving equal culture.

Prof. PETTIBONE, of the preparatory school of Beloit College, explained the working of that department. Prof. EASTMAN reported for the Beloit public schools; Prof. WOOD, for Racine; Prof. WINCHELL. for the Milwaukee High School; Mr. MARSH, for Waterloo; Prof. KERR, for the State University; Supt. SHAW, for Madison; Mr. SABIN, for Depere; Supt. BURTON, for the Orphan's Home; President ALBEE reported for the Oshkosh Normal School, which the past year had sent out 70 teachers. Supt. HUTCHINS reported for Fond du Lac; Prof. MCGREGOR, for Platteville Normal School; Mr. DURKEE reported a growing interest in classical studies in Kenosha; Mr. BROUGH reported for La Crosse; Mr. CURRIER, for Stoughton. Dr. FALLOWS was called on, who spoke for the State at large, alluded to the growing prosperity of the State University, and the colleges of the State; said that we had the best institute system of any State, and a common school system of which all should be proud.

Dr. S. H. CARPENTER, of the State University, spoke upon "The Relation of the different Educational Institutions of the State." He laid down the following propositions:

1. That the education furnished by the State should be fundamental or disciplinary and not technical.

2. That provided it remains thus fundamental the State may furnish any grade of instruction.

3. That the strictest economy of time, money and force should be demanded.

4. That such economy demands that our educational forces be so adjusted as to work in perfect harmony—no results being unnecessarily duplicated, and no desirable results omitted.

5. That economy forbids us to use any more or more expensive force than just sufficient to accomplish the desired result.

From these propositions the following inferences were drawn:

1. The State should determine the grade of each class of schools, and ass'gn to each its appropriate work.

2. That the State should provide schools of a grade intermediate between the common schools and the University, so that the educational current may be nowhere obstructed.

3. The principle of division of labor should be fully applied.

[We have the promise of a resume of his remarks for next month.]

Mr. MARSH thought that if the educational work of the State were under martial law, such a system might be enforced; but it would not meet the public approbation.

Mr. CHANDLER said that when any new measure is proposed, some minds could only see the difficulties in the way. Mr. MARSH was a good hand to do it, but he had but a few moments ago said that they had just now adopted this very system, and had established nine grades, from which no child could graduate, except upon a careful examination. This point of unity is one which we must forever keep in view, and the great objection to the adoption of such a plan as that proposed, is the difficulties imagined to be in the way.

Dr. CHAPIN thought the discussion should not end until more emphasis had been given to the most practical point which had been brought forward, and that was the lack of intermediate schools —a lack which ought to be met. Take the number of young men in all our colleges, and what a meagre number compared with the million of people in the State. We need a larger culture, a broader development. We need just the work done as suggested in the paper presented. We need a practical definition of the primary school, and such work well done. Teachers who feel that there is something in them wish to interest their pupils, and to teach everything up to geology, and the consequence is that the pupils can neither read, write nor cipher well. He thought the paper would do good, if it called attention to this single point.

Mr. HOLFORD thought that there was a damming up behind the point mentioned, and that the primary schools needed attention, as well as the intermediate schools.

On motion of Mr. EMERY, the thanks of the Association were tendered to the railway companies, the hotels, W. D. Parker, the railway clerk, and the press, for courtesies extended.

EVENING SESSION, Dec. 30.

Prof. PARKER stated that this meeting was not the regular session of the State Teachers Association, but had grown out of the Principal's Association. At the summer meeting there was but little opportunity for discussion, and this meeting had grown out of a felt want. As yet it had no regular organization, and the question was whether we should abandon the measure or go on. He proposed that we organize under the general organization of the State Teachers' Association, and moved that the officers of that Association be requested to call annually a meeting of all the educational interests of the State at the capitol, at this time each year, which was adopted.

Dr. JOSEPH HOBBINS of Madison, read a paper upon the Sanitary Regulations of the School Room and Number of School Hours.

[This important paper is printed in part, in the present number, and will be finished next month.]

On motion of Prof. MCGREGOR, the thanks of the Association were tendered to Dr. HOBBINS for his able and practical paper.

Mr. LITTLE, of the Blind Asylum, said that the Blind Asylum was a part of the school system of the State. They received pupils from 8 to 20; although most of them postponed their education until they had grown up. Their work was divided into three classes; 1st, the common school studies; 2d, the high school studies and lastly, music. The three best organs in Rock county were played by blind men. Every child was also taught some industrial calling. The hand must be made to supply the place of the eye. The number of avocations which the blind can pursue is necessarily limited. Boys are taught broom-making, and the girls are taught music and sewing..

Mr. WEED, of the Deaf and Dumb Asylum, was glad to see that his institution was recognized as forming a part of the school system of the State. Some expected too much and others too little of their pupils, as no standard could be fixed. They sought to give the mutes the power of communicating with each other, and generally to make them self-supporting. He asked the teachers to forward the names of any deaf and dumb children in their districts.

Mr. HENDRICKSON, of the Industrial School, said that he came to listen and not to speak, but was glad of the opportunity to speak for the institution which he represented, as he was aware that from the nature of their work; it was not very well known. But while at Whitewater he saw in the basement of the Normal School some of the stones from the old industrial school, which was burned down a few years ago. This he took as an augury that the industrial school had entered the school system of the State. They had three classes — criminals, incorrigibles and vagrants. They were all bright capable boys, ready to learn business habits, if not apt to learn by the slow process of learning by books. They had 194 pupils. Boys were educated in the common school branches and every one is taught a trade. The boys were divided into families, each family being in charge of a man and woman, who take the place, so far as care is concerned, of father and mother. Every boy has an employment — some in the tailor shop, some in the shoe shop, and others in the broom shop. He thought there was great need of an industrial school for girls. * * * *

President AREY, of the Whitewater Normal School, and W. D. PARKER, Principal of Janesville High School, presented papers on the "Relation of the Public Schools to the Moral and Social Well-being of the Community.

[We shall give these papers hereafter.]

WEDNESDAY, A. M., Dec. 31.

E. H. SPRAGUE, Principal at Elkhorn, read a paper upon "What Shall we Teach," and A. J. HUTTON, of West Eau Claire, one upon "The Moral Education of the School Grounds and their Surroundings."

[We hope to obtain these papers for future publication.]

Prof. CURTIS of the Winona Normal School gave an exercise in penmanship, illustrating his system of teaching.

Upon motion of R. C. SPENCER, President of Business College, Milwaukee, the Association extended to Prof. CURTIS a vote of thanks for his interesting and instructive exercise.

Rev. Mr. PRADT opened the discussion upon the topic, "How can the teachers' profession be rendered more respected, and less precarious?" He said that the second point was embraced in the first. The first inquiry to be made is: Is there a teacher's profession? If there is not, the first step to be taken is to make the teachers's calling a true profession. When this is done, the teacher's position will at once be less precarious. Another important means is to secure proper organization. We had a loose sort of organization, called the State Teachers' Association, but it was ephemeral. It should be made a permanent organization, with corporate rights and powers. Another means is the establishment of profes-

sional schools of didactics. It is true that we already have Normal schools, but they do not go far enough. The teacher should be as thoroughly prepared for his work as the physician or clergyman. The ability to teach did not come to any man by intuition.

Prof. McGregor, of Platteville, continued the discussion. He said that a simple statement of propositions was all that was needed. He was not prepared to say that teachers were not respected. He thought they were, bnt if their position could be rendered less unstable they would be more respected.

Another reason is the fickleness of District Boards. Fault is found with the teacher, whispered at first, finally the Board is enlisted and the position made uncomfortable.

Another reason sometimes assigned is inadequacy of salary, but he thought that that as a general rule the teachers were receiving all that they earned. When teachers fitted themselves to earn more, salaries would be higher.

Another reason is that in most districts school is kept not to exceed five months. The teachers therefore must seek other employment for a part of the year. The first remedy is to seek teachers of maturer years. The law now allows a certificate to be issued to all persons over 16; he proposed that State certificates be issued to persons who have successfully and successively taught in the same place for five years. It might be a visionary suggestion, but would it not be well for our villages to build a house for the teacher, as churches build a parsonage for the preacher. He endorsed the view of Mr. Pradt favoring a closer organization for mutual support. He did not advocate strikes, but he would cultivate a greater *espirit du corps*. There ought to be in every Assembly district a teachers' association, holding three or four meetings a year.

The great want is ability. We all admire ability, bow to ability, and respect ability, although we may not admire the channel into which it has turned its energies.

[Messrs. North, Chandler, Chipman, Holford and others, made forcible remarks upon the subject, sustaining the general views taken by the other gentlemen, but it was we presume, in the reporter's absence, as we do not find a sketch of them.]

Mr. Reynolds thought that this want of professional spirit among teachers is due to the fact that, from Maine to Florida, no teacher knows at the end of the school year where he is to be the next year. Boards of education are apt to be arbitrary and discharge teachers upon mere whims, so that no one feels that he has any certain tenure of office.

Adjourned until 3 P. M.

AFTERNOON SESSION, Dec. 31.

Meeting called to order by Pres. Reynolds.

After various remarks by different individuals, the meeting adjourned *sine die*.

B. M. REYNOLDS, *President.*

J. Q. Emery, *Secretary.*

CONVENTION OF COUNTY SUPERINTENDENTS.

The County Superintendents of Schools met in Annual Session in Madison, Monday evening, Dec. 29, 1873.

Hon. Samuel Fallows was unanimously called to the chair, and George Skewes, of Racine county, was chosen Secretary.

On calling the roll of Superintendents and Superintendents elect, the following were found to be present:

Alex. F. North,	Geo. Skewes.
A. A. Spencer,	I. N. Stewart,
Thos. Malone,	W. J. Waggoner
W. H. Holford,	J. H. Terry,
LeRoy J. Burlingame,	S. A. Craig,
Theo. S. Chipman,	W. H. Chandler
J. B. Tracy,	D. H. Morgan,
W. B. Minaghan,	J. S. Foley,
O. B. Wyman,	M. H. Lynch,
Michael Kirwan,	P. Flanagan,
A. O. Wright,	A. E. Howard,
M. J. Frawley,	W. H. Peck,
W. J. Johnson,	J. T. Flavin.

Gen. FALLOWS introduced Hon. EDWARD SEARING, State Superintendent elect.

On motion of W. H. CHANDLER, the meeting adjourned for the evening to meet in joint session with the Executive Session of the State Teachers' Association.

TUESDAY MORNING, Dec. 30.

C. E. Mears, of Polk county, not being present, the subject assigned him, "Township system to be made compulsory," was omitted, and J. H. Terry, of Sauk county, read a paper on extending the time of county certificates. He would have the present first grade certificates done away with, as they nearly approach the five years' state certificate, and make the present second grade certificate answer for the first grade with two years' duration; the second as the third now stands, and for a third the same as for the second, but with a lower standing.

Michael Kirwan objected to this change, and preferred to change the state certificates, uniting the present second grade and limited five years' certificates.

Alex. F. North objected to the first grade certificates being granted for the term of three years, as it might remove a number of teachers from the examinations of the incoming Superintendent.

W. H. Holford would grant third grades for six months, and second grades for eighteen months, and first grades for two years.

Theo. S. Chipman would grant third grades for one year, second grades for two years, and first grades for three years.

I. N. Stewart concurred with Mr. North in that first grade certificates be granted but for two years.

On motion, the subject was referred to a committee of three. The chair appointed Alex. F. North, chairman, W. H. Chandler and Michael Kirwan.

A. O. Wright being absent, the subject "Increase of School Fund" was passed over and A. F. North called on to speak to the subject: "Change of the time of electing County Superintendent."

He would not change the time but let political parties be responsible for the men they selected to fill this important office.

W. H. Chandler would take the matter out of politics altogether, and place the appointing power in the hands of the State Superintendent.

Mr. North moved that the subject be dropped. Motion prevailed.

"School Visitation" was spoken upon by W. H. Chandler. School visitation should be attended by a careful collation of facts and statistics. He takes notes on matters worthy of mention and publishes them in the paper of his district. He works with the children by talking to them about what is desirable to have in the school room and having them appeal to their parents for those improvements which their superintendent says they ought to have. Made some suggestion about not condemning school houses, as the better sentiment should prevail that it would be a disgrace to any district in having its school building condemned.

A. F. North approved of what was said by the last speaker. Would approve of visiting schools at least one-half of a day at a time; also considered it a good time to arrive at the real statistics of the district.

J. H. Terry would do more, by leaving the situation of affairs in the district, and making an acquaintance of the people and their condition and needs.

D. H. Morgan would give special attention to the surroundings of buildings.

Mr. Kirwan reminded us of the difficulties in school visitation. Too many schools cannot receive the attention they should. Hurried visits must be made, or some of the schools be neglected in larger counties.

W. H. Chandler visited the poorest class of teachers first, leaving those whom he could trust until he could reach them in his own good time.

A. A. Spencer said that after the superintendent has gone over the ground and knows the condition of the schools, a short call will often do more good than a longer one, by making suggestions directly on the difficulties apparent, which, if made after remaining in the school room for half a day or more, would seem more personal than if done at once. He takes statistics and compares them with town clerks' reports.

W. B. Minaghan said much might be done through the personal influence of the superintendent, through lectures, etc.

J. L. Foley would note first the condition of schools and surroundings, then visitation of patrons in the district; made objections to the issuing of printed circulars suggesting improvements, as they were disregarded, and often considered by district meetings as impertinent in reminding *them* of their duties.

A. E. Howard approved of circulars as they had effected good in his county.

J. H. Terry and others warmly approved of sending out circulars recommending improvements to district boards and annual meetings.

Geo. Skewes spoke on "School Diary and Reports;" he would have superintendents use some approved uniform diary or note book, and thought teachers should report monthly, and also at the close of the term of school, on monthly report cards and note books provided for that purpose, so that the statistics of the several districts might be corrected as far as possible from them.

A. O. Wright would give attention to particulars more for his own information, than for the purpose of correcting reports for the Superintendent's office.

"Additional Powers of County Superintendents," was considered by D. H. Morgan. After enumerating powers of superintendents, would give additional power to change text books, and remove one class to another if it should be deemed proper.

W. H. Chandler would give the superintendent the power to compel attendance on Institutes, inasmuch as the State provides for and defrays their expenses, and said the lack of interest on the part of teachers in attending these institutes and teachers's associations was discouraging.

Prof. Graham suggested to superintendents that a specific statement of what is to be done in an institute be published two weeks before the holding of same in order to give teachers a chance to prepare themselves for the work. That four branches should be so specified and what is to be done in each. Would give five per cent. additional standing on account of actual attendance on the institute. Would have the State Superintendent publish names of all County Superindents holding institutes, with number attending, also the number not holding institutes.

W. H. Chandler brought all of his teachers to the institutes by combining them with the examinations of three days duration.

On motion, meeting adjourned until two o'clock.

TUESDAY, P. M.—Meeting called to order at 2:20. Gen. Fallows in the chair.

After roll call, W. H. Holford read a paper on "Town Superintendency."

On invitation of Prof. McGregor, meeting adjourned to meet in joint session with Convention of Teachers.

FIVE O'CLOCK, P. M.—Called to order by Supt. Fallows. Discussion immediately followed on "Change of number of days of school month."

Mr. Burlingame led by reading a paper relative to this point, favoring twenty days to the school month, or, if teaching twenty-two days, that the teacher be allowed to teach on Saturdays, so that the school month shall close within the calendar month.

A. F. North recommended that twenty days school work be considered a legal school month.

Theo. S. Chipman would have the

teacher work as many days per month as a laborer in any other profession.

I. N. Stewart, A. A. Spencer and A. O. Wright would have five days in the week and twenty days per month.

W. H. Chandler would have the district board contract with the teacher for what might be agreeable to both board and teacher and abide by the same.

Michael Kirwan would have a definite law on this subject, thus ending so much difficulty growing out of the law as it now reads.

After deliberate discussion, the following resolution, offered by Le Roy J. Burlingame, with slight amendment, was adopted:

Resolved, by the County and City Superintendents, in Convention assembled, That twenty days actual work, and not more than five days in any one week should constitute a legal school month, and that a committee of three be appointed by the chair to lay the same before the Educational Legislative committee, during the present session of the Legislature and to labor for the passage of such a bill.

The chair appointed Messrs. Rev. J. B. Pradt, I. N. Stewart, L. J. Burlingame.

The next subject taken up was "Teachers Institutes and County Academies."

O. J. Taylor spoke of the present valuable institute gatherings of the State; recommended that a programme should be printed and sent out to the teachers giving them due time for preparation. He believed in institute work and thought it the best and most efficient means of raising the standard of teachers.

I. N. Stewart heartily approved of institute work, and recommended that very much more of this work be done in the State.

A. O. Wright would recommend a week's institute to be held in every part of the county, and followed by an examination, thus giving all an opportunity to attend some one of these meetings.

W. H. Chandler spoke at some length in favor of the institute work now being carried on in the State.

Meeting adjourned to meet at half-past seven o'clock, p. m.

Evening session called to order by Gen. Fallows, at 7:30.

A. F. North opened the discussion on County Academies, warmly urging the necessity of institutions of this kind to supply the missing link to make the proper connection in the educational agencies of our State, it would meet a want in supplying our schools with practical teachers.

I. N. Stewart endorsed all said by the last speaker, and added that the conducting of these County Academies would be an open field for the labor of students and graduates of our Normal Schools, and inquired of the practibility of building these Normal Academies.

Rev. J. B. Pradt spoke of the way in which our funds are obtained, and the use made of them, and what might be done with them to better advantage in favoring this project. He spoke very favorably of this movement and of the necessity for it to supply our higher institutions of learning with a better class of students, and to take out so much of the primary work as in new done by them.

The subject was very thoroughly discussed by most of the members present, all favoring the work. The following resolution was offered and adopted:

Resolved, That it is the sense of this Convention that the establishment of the County Academies is approved, and that a committee of three be appointed consisting of Messrs J. H Terry, W. H. Chandler and W. J. Waggoner to bring this subject before the legislature.

"Examination of Teachers" was spoken upon by A. O. Wright; he showed the value of public examinations, would have applicants for such write as long on thorough questions as is required in the public examinations. The subject was participated in at length by nearly all the convention.

The following resolution was introduced by W. H. Chandler, and unanimously adopted:

Resolved, That in the judgement of this convention, the district boards of the several school districts of this State should be required to furnish the teachers employed by them, a blank book suitable for the enrollment of all attendants upon the respective schools under their charge, and that each teacher should be required to enroll the scholars attending each year, so that it would clearly show:

1st. The name of each scholar attending school during the year.

2d. The age of each scholar attending school during the year.

3d. The number of days each scholar has attended school during each of the months the school has been in session during the year.

4th. A classification of the attendants, so that all between the ages of 4 and 7, 7 and 15, 15 and 20, should be clearly shown.

At the close of the session A. F. North offered the following resolution which was heartily endorsed by every member of the convention:

Resolved, By the County Superintendents of the State of Wisconsin in session at Madison, that the Hon. Samuel Fallows, in removing from our State, has our warmest wishes for his success in his new vocation, and our sincere thanks for the kind and courteous attention shown to us at all times, and the warm sympathy he has uniformly had with us in our work.

After a few brief words the convention adjourned, closing a very pleasant session in which good work had been done, and the members dispersed, feeling strengthened and encouraged by the interview.

SAMUEL FALLOWS, President.
GEO. SKEWES, Secretary.

COMPULSORY ATTENDANCE AT SCHOOL.

The report of the committee of the Assembly of 1871, upon compulsory attendance of children at school, was a remarkable document by reason of showing everything which those desiring light knew before, and omitting the issue made by those who have endeavored to make the schools more efficient and comprehensive by securing the attendance of children now growing up in idleness and ignorance. The report showed that the voluntary system in Wisconsin effected the attendance of fifty per cent. more persons than the compulsory law of Germany secured, and it argued that no compulsory law could be operated in Wisconsin, because a large majority of citizens would deem its operation an infringement of personal liberty. The report said that the actual school attendance of all inhabitants of the countries named was as follows:

In Italy, 6 per cent. of all.
In Ireland, 8½ per cent. of all.
In France, 10 per cent. of all.
In England, 11 per cent. of all.
In Scotland, 14 per cent. of all.
In Denmark, 13 per cent. of all.
In Norway and Sweden, 13 per ct. of all.
In Holland, 14 per cent. of all.
In Germany and Switzerland, 18 per cent. of all.
In Wisconsin, 29 per cent. of all.

These results were quite satisfactory; but the question in America is, how to reach the large number of youth who do not attend school, and this question was not touched by the Assembly report. In 1870 there were 34,000 youth of school age in Wisconsin, who did not attend school, and more than 3,000,000 such in the United States, according to the report from the National Bureau of Education for 1870. What shall be done for this one person in every eight — not one child in every eight children, but one person in every eight persons, young and old, who never attend school, is the question that arrests the attention of the philanthropist and economist.

Massachusetts has met this questien and practically solved it, and the law in that commonwealth seems to meet every objection which can be raised to the theory of compulsory attendance. Living under the severe teachings which discarded everything that trammeled individual freedom, accustomed to independent thought and action, yet her people found it necessary to do more than merely supply public schools, and they have put into successful operation, a system of compulsory attendance which doubtless makes many good citizens of the youth,

otherwise supported by government, at an early or late day, as paupers and criminals.

The Secretary of the Massachusetts Board for 1870, said: "Our system of compulsory attendance was very carefully and gradually introduced or it would have failed, as the attempt to introduce it will be likely to fail in other States without similar caution, and especially in respect to popular prejudice. It now works wishout opposition or complaint, with the happiest results, whenever there are proper agents to devise wise methods and to execute the provisions of the law." The question, therefore, is made a demand for wisdom on the part of State and local authorities in carrying a compulsory law into effect. And back of this recognition, it seems unnecessary to go, since 3,000,000 children are not educated with present appliances and since property holders are taxed to educate the whole school-going population as well as to educate a fraction thereof; hence it is a right of the childless tax payer to demand the attendance of the children at the school which his revenue supports, in order to carry into effect the boasted theory of education, that schools indirectly protect the property thus taxed.

It is in no way intended to intimate that local or State school authorities have not done the best their wisdom could devise for education; but it is thought that the same wisdom should now come to the rescue, and either supplement the system or remodel it, in the light which we have, endeavoring to improve the schools as they are, and gradually but firmly to unite the common schools, the normal schools and the university, into one system, having for its object the education of every child in the land, to the full measure of his capacity and inclination,—indicated by a course of study, which shall be wrought in part, but surely by the public school, and thence prosecuted, not by accident, but surely by the university, and carried forward to a definite result; the normal schools mean time, possessing sufficient relays of students coming from thorougly organized high schools to do normal work, which shall again reciprocally aid the primary schools.

Every thoughtful man has talked of these matters from year to year, until now it seems opportune to put the thought in form and to ask for just the system in the State, which many cities already possess, and which, in the language of NEWTON BATEMAN, in speaking of the county superintendency, has "almost revolutionized some countries in respect to schools and education." That system puts at its head a competent Board of Education which looks after all the schools of every kind. This Board should be sufficiently large to insure wisdom, and yet so limited in number as to act efficiently upon the decision made by that wisdom, and whose duty it shall be to supervise the whole educational work of the State, and to direct local authorities on general principles only. Let us have the State Board of Education and then the compulsory law of attendance.

***

TEACHERS.—As a last suggestion to your meeting, but not least in importance, let me urge care in the selection of your teacher. If you engage a teacher for the year, as it is most desirable that you should, it is a matter of the highest importance to you that he should possess the best qualifications that your money can command. Make use of every means in your reach to ascertain how industrious, how energetic, how exemplary in morals—in a word how successful a teacher he is. Careful deliberation and inquiry, and not hasty action, should be the rule to guide you in the employment of a teacher. There are many persons who teach more or less but who lack most ot the essentials of a good teacher. They have not been taught by refusal of employment that their first duty is to secure the requisite qualifications of a teacher.—*J. H. Terry.*

OFFICIAL DEPARTMENT.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

SCHOOL DISTRICTS.

Q. Does the alteration of a district take any effect, until the notice of the same required by section 11 is filed?

A. The requirement to file the notice is only directory, and for information, and not something necessary to give validity to the previous act, but it should nevertheless be done promptly, as required by law.

Q. If the alteration (taking effect immediately) transfers the district clerk to another district, should the notice be filed with him?

A. No, with his successor, as soon as appointed; the old clerk ceases to be clerk as soon as the transfer is made.

Q. Can the town board alter a school district which was created by act of legislature?

A. Yes, unless some other way of altering it or some restriction upon its alteration is embodied in the act.

ANNUAL MEETING.

Q. How soon must the vote to change the annual meeting from September to August be filed with the town clerk?

A. It should be filed without delay lest it be forgotten; but if filed any time before the six days notice of the annual meeting which are to be given, it will answer the purpose.

Q. If a year passes away without the filing and the district meets as usual in September, can it then be done?

A. It may still be done, but in this case great care should be taken to give notice of the fact, and of the change effected thereby, in the time for holding the annual meeting.

Q. Is it legal for a district to hold its annual meeting the second Monday in July? Some do, I notice, and it is more convenient.

A. It is not legal, unless a graded school of two or more departments, is maintained in the district, then the meeting must be held at that time. There are some good reasons why all annual school meetings should be held then, but the law has not yet so provided.

DISTRICT BOARD AND OFFICERS.

Q. Can the clerk and director legally hire the director's wife to teach the school a meeting of the board having been called?

A. This must be considered inadmissible. If a near relative of any member of the board is ever hired, it should be by the other two members and only when it will give general satisfaction in the district. Real or seeming favoritism in hiring teachers is a prolific source of discontent and ill feeling. A man cannot make a contract of this nature, with his own wife.

Q. If a treasurer's bond is approved by the director and left with him for the clerk to approve, will his approval be sufficient if not given until after the ten days expire?

A. The law is not complied with unless the bond is actually filed with the clerk within ten days, with the approval of both director and clerk. Any failure in this creates a vacancy, to be filled by appointment.

HIRING THE TEACHER.

Q. The district voted to have a male teacher, but the board, from motives of economy, hired a female teacher. Is the district responsible for her wages, or the board?

A. The board is responsible, as it had no legal power to hire a female teacher; but it may be equitable for the district to recognize the action of the board if they have had a good school, and the children have attended as usual.

Q. Our school was taught the first month on a contract, signed by two members of the board, but without any previous meeting of the board. Is it legal to pay for the month, the district having voted in favor of it?

A. The vote of the district does not

legalize the contract, but if the other member of the board assented afterwards, it will be proper to pay for the month's teaching. Such irregularities however should be carefully avoided.

RIGHTS OF TEACHERS, PARENTS AND CHILDREN.

Q. If a school board closes the school for a week or two, on account of sickness, must the teacher lose his time?

A. Not unless he consents to.

Q. Has a teacher a right to punish a scholar, if forbidden by its parents?

A. The prohibition of the parent has no legal effect. No individual parent can dictate as to the discipline of the school. Of course a reasonable request or suggestion should be respectfully considered.

Q. Will you tell me what section of the school law gives a teacher a right to punish?

A. The school law does not create the right—it grows out of the teacher's office, which is in part, to govern the school, and by common law, such reasonable punishment may be inflicted as is necessary to this end. But it is not to be forgotten that punishment should be the last resort, and that it may often be sufficient to punish, without using the rod, by restraint, by deprivation of privileges, etc.

Q. Has the parent, or teacher, a right to dictate what studies the child shall pursue?

A. Strictly speaking neither. The board has the power to prescribe the course of study and the pupil must conform to it, according to announcement. If the board leaves it all to the teacher, he is the judge rather than the parent, as to the studies and classification of the pupil, but should listen respectfully to the parent's suggestions. It is to be remembered that a public school is not a private school, and parents who send to it have individually no legal right to dictate to the board or teacher.

Q. If young men who have no legal residence in the district persist in coming to school, without being admitted by the board, can the board turn them out?

A. It is not best to put them out by force, but if they disturb the school, after being told they cannot be recognized as pupils, the remedy is pointed out in Section 140 of the School Code.

Q. Our teacher has no government; the scholars whistle, sing, and in short do as they please. Some of them have left, and the teacher is willing to quit, but her father won't let her. What shall we do?

Q. Pay off the teacher and discharge her, if she is unable to keep the school. Her father can recover nothing in such a case.

Q. Can foreign scholars, admitted at the beginning of the term, and paying tuition in advance be excluded before the term closes, because the district voted at a special meeting, to rescind the privilege of admission?

A. The board is bound by the vote of the district in this matter. The admission of the pupil at the beginning of the term, and the payment of tuition does not create an absolute right to remain till the end of the term, if the district votes as mentioned. The number of children belonging to the district may be found so large as to require that others be excluded. If this is done, the balance of tuition should of course be paid back. (See Section 19, sub-section 11.)

Q. A young lady, over 20, belonging in the district, wished to attend school, but the board exclude her; can they do so legally?

A. If authorized by the district, they can at their discretion admit such pupils, but are not obliged to. They are to consider first the "accommodation and instruction" of the pupils of school age, and should admit none others if that will be interfered with by so doing. (See previous question and answer.)

Q. In case of a deaf and dumb child, which cannot be instructed in the public schools, what course can be taken?

A. Write to Geo. L. Weed, Principal of the Institute for the Deaf and Dumb, at Delavan, Wis.

Q. How are pauper children supported within the bounds of a district, to be regarded?

A. Under Chap. 156, Gen. Laws of 1873 (p. 16, School Code), they are to be considered residents of the district, for school purposes, and the proportionate amount of the expense of instructing such as attend school is to be defrayed by the county or town board, as the case may require.

Q. Cannot religion be taught to the children one hour each day, as well as a foreign language?

A. It is not the province of the public schools to teach religion, if by that is meant any special religious dogmas. The Constitution forbids "sectarian instruction." This is not intended, however, to forbid teaching children, by precept and example, to "fear God and do right."

A COUNTY SUPERINTENDENT should induce parents to visit the schools; he should inspect the premises and outbuildings; he should examine the school records and see that they are properly kept; he should inspect the text books of the pupils to see that they are neatly preserved; he should give especial attention to the system of government; he should see that the programmes of recitation and study are carried out; he should criticise the methods of instruction; he should breathe into the teachers' meetings the breath of life; this will require some lung power and far more brain power. As the source of the fountain gauges its height, so the Superintendent's mental altitude gauges the general level of these gatherings. The topics in these meetings should be a careful review of the work to be done by the several grades with special attention as to those points in any branch which will be of practical utility, drill upon subjects upon which teachers are deficient.—*Sam'l Shaw.*

EDITORIAL MISCELLANY.

To the readers of the JOURNAL *and the friends of Education generally throughout the State:*

In entering upon the duties of the office to which the suffrages of the people of Wisconsin have unexpectedly elected me, it is proper, and it may be anticipated, that I should, in this issue of the JOURNAL, present some more or less formal words of greeting. These are alike due to the JOURNAL from its new editor and to the educational interests of the State from its new Superintendent.

Called to the office after a distinguished line of able and successful men, and from thoughts and pursuits largely different from the duties now before me, it is with some diffidence that I have ventured to assume responsibilities so grave and which have been so well borne by my predecessors.

A profound interest, however, in the cause of education, to which I years ago devoted my life, and the belief that an honest and faithful attempt on my part to serve that cause in our State will receive the sympathy and support of all its true friends, encourage me to hope for such a measure of success as may at least be due to earnest purposes and to industry.

I come into office when the condition of our State, educationally, is encouraging. There has been much recent progress, and I believe there is now going on a healthy growth in public interest and in the conditions of general instruction. Considering her age, Wisconsin probably has as good a record in this direction as any of her sister States.

But we should not be deceived by this into the belief that we are in all things pursuing the best methods, that our results are absolutely and wholly good, that there is not still need of much wisdom and labor and patience in a search for better things. Indeed, I see so much yet to be gained, that it seems to me the battle is not half won.

Let us not, in our search for the truth, look at other States, no more or even less advanced than this. Let us rather intelligently and candidly observe the facts in our own.

The public schools, especially in the country districts, are still to a large extent confessedly poor. The teachers are young, inexperienced, untrained, and are perpetually changing. Teaching is almost universally regarded as a merely temporary expedient. School buildings are inconvenient, unattractive, and ill ventilated. Attendance is very irregular. A diversity of text-books creates unnecessary confusion and weakness in the schools, and imposes unnecessary burdens upon the people. In many portions of the State there is a lack of local higher schools which should serve to stimulate those beneath them—the district schools, and to feed those above them—the University and the Normal Schools. From this and other causes the Normal Schools are obliged to do much work out of their legitimate sphere of professional training, and the University is not yet emancipated from a real or fancied necessity for giving preparatory instruction.

These are some of the less satisfactory features of our condition. They are unquestionably to a considerable extent due to the youthfulness of our State; but need we leave their reformation wholly to time? Cannot some of them be improved by wise legislation? Believing that they can, I shall in due time urge, with what I hope may be a proper union of boldness and caution, certain measures of remedial legislation.

But the defects I have mentioned are partly such as no legislation can remedy. Their cure lies in a more enlightened public opinion, in a denser population, and greater aggregate wealth. Time, and the earnest, persistent efforts of the enlightened friends of popular culture, through the press and from the platform, will bring the desired change. Here is work and here is duty for professional teachers, individually and collectively, for editors, preachers, lecturers,—for all who love republican institutions.

To what extent this is duty, witness the present condition of society in our Southern States,—witness the beginnings of an unenlightened and dangerous Communism in the great cities of our Northern States.

No people can long govern themselves unless they are both enlightened and virtuous. Spain, without the requisite conditions, has just tried self-government and so far has failed. France has so failed at least three times. Are we, in the light of history, reasonably sure of our stability as a Republic? Less than twenty-four hours ago there sat, in the vacant chair now opposite me as I write, a man educated in the best schools of Germany, but long resident in this country,—a scholar, a thoughtful, shrewd man of affairs,—who assured me it was his belief that our "experiment" could not possibly outlast another century. To hear an expression of such sentiments from similar sources is no uncommon experience.

I have better hopes of the Republic, but those hopes are based on nothing except the universal and progressive culture of the masses of our people,—culture both intellectual and moral.

Teachers, Friends of Education, there are duties before us to which, as we value our country, our institutions, the heritage of our children, we must prove true. Let our words be earnest and hopeful and wise, but let our deeds be stronger and better than our words. E. S.

THIS NUMBER of the JOURNAL exhibits less variety than will its successors. A good deal of space is necessarily taken up with the Papers and Proceedings of the Educational Meetings. We design to add some new features to the JOURNAL which will appear in due time.

Our new dress, we hope, will please our readers. We have adopted the double

column, as being more economical in space and easier for the eye. We are using new type and a fine article of paper, and intend that the contents of the JOURNAL shall accord with its improved appearance. To this end we ask the aid of our friends in the way both of contributions and additions to the subscription list.

Various circumstances have delayed the issue of this number, but we shall make efforts to get back again to the first of the month, as the time of publication.

THE MEETINGS IN DECEMBER.

The gathering of teachers during the holiday week was especially noticeable, for its comprehensive and practical character. The various educational institutions of the State were more generally represented than at similar meetings heretofore and the papers and discussions were unusually able and searching; to which it may be added that a vein of good common sense was generally apparent, and but little riding of hobbies. President REYNOLDS is entitled to much credit for his skill and industry in getting up so good a programme. We have begun the publication of the papers presented, and shall continue it in future numbers. From the minutes of the Secretary, Mr. EMERY, and from the excellent report in the State Journal, by Dr. CARPENTER, we are able to present a very full account of the proceedings.

The convention of county superintendents was more fully attended than could have been expected, when so many were going out of office and so many new ones coming in. The proceedings, a tolerably full account of which we are able to give, were eminently practical, and will be read with interest.

It will be seen from the sketch of the debates in both meetings that there is a growing sentiment in favor of something to supply the "missing link" between the common and graded schools on the one side, and the normal schools and the university, we may add all the colleges—on the other. Dr. CHAPIN, President of Beloit College, Dr. CARPENTER, of the university, and A. F. NORTH, retiring superintendent of Waukesha county, among others, were emphatic upon this point—the need of county academies.

The other great want of our system, that is, some sort of town organization, is also more and more felt, and the conviction is growing that it must ere long be placed upon the statute book as a positive and not merely a permissory feature of our school laws.

"Compulsory attendance upon school" met with little favor, the speakers generally regarding such a measure as unnecessary or inexpedient, at present.

THE COUNTY SUPERINTENDENTS.—Of the sixty-three gentlemen elected for the next term—1874–5, twenty-three were incumbents during the previous term, and ten, namely, BURLINGAME, of Columbia, CHANDLER, of Dane, 1st district, MORGAN, of Green, SPENCER, of Green Lake, KIRWAN, of Manitowoc, GREENE, of Marathon, FOLEY, of Milwaukee, 2d district, MEARS, of Polk, REGENFUSS, of Washington and CHIPMAN, of Waushara, had served more than one term. Messrs. MALONE, of Racine, LUNN, of Sauk, and BALLARD, of Walworth, had been a short time in office by appointment, while Messrs. KENYON, of Juneau, AXTELL, of Pepin, STEWART, of Waukesha, and BURNHAM, of Waupaca, had formerly served a term or two. The remaining thirty-three, more than half, are new to the business.

We recently had the pleasure of spending a day in one of the best regulated Normal Schools in this or any other State. The place was Whitewater. The day, as fate willed, was the anniversary of the Boston Tea Party. In addition to the usual exercises, more or less under the inspiration of Minerva, we were unexpectedly and pleasantly regaled with a favor direct from the Muses, to whom

perpetual and very acceptable sacrifice must be offered from that favored temple of learning. If this is in any sense enigmatical, its meaning will be seen in another column, where, indeed, the seeker will find much more than a mere explanation.

We have read with much interest the reports, reaching this country from time to time during the past year, of the discovery, by Dr. HENRY SCHLIEMANN, of the veritable site of ancient Troy and the unearthing therein of sundry works of art which the Doctor proclaimed to belong to the regal treasures of Priam. This discovery, if genuine, would entitle Dr. SCHLIEMANN to rank with LAYARD and DI CESNOLI, and would win for him the enthusiastic gratitude of all lovers of Homer and Virgil.

A recent German announcement informs us that the Doctor has in preparation a book upon his excavations in Troy, which will contain a photographic atlas of 216 plates representing his discoveries. It is stated that no less than 8,750 different objects, golden prisms, coins, cylinders, rings, beads, etc., and called by him the "Treasury of Priam," were found in a large silver vase. It is further stated that "all the photographs are being prepared under his direction in Athens. Meanwhile the printing of the German as well as of the French text is going forward in Leipsic without delay, so that the appearance of his work, anxiously expected by archæologists, can be looked for at no distant date."

To all this we simply say that we fear it is too good to be true.

WE have received from Dr. J. W. HOYT, now in Europe, a copy of a neat little pamphlet entitled "Celebration of the Ninety-seventh Anniversary American Independence at the 'Blumen-Saele,' in Vienna, Austria, July 4th, 1873." The celebration was originated and planned by a number of American Commissioners and exhibitors who were in attendance at the Universal Exposition, and appears to have been a decidedly successful and pleasant affair.

Among the speakers at the close of the banquet was Dr. HOYT, who responded to the Fifteenth Regular Toast, on "Education, the Security of our National Future." We shall try to find space in our next issue of the JOURNAL for the eloquent and logical speech made on the occasion by our distinguished fellow-citizen.

NATIONAL EDUCATIONAL ASSOCIATION.—We learn from the President, S. H. WHITE, of Peoria, Ill., that the Fourteenth Annual Meeting of the National Educational Association will be held in Detroit, Mich., on the 4th, 5th and 6th days of August, 1874. The Governor of the State, the Mayor of the City, the State and City Superintendents of Public Instruction, and the Board of Education of the city of Detroit, have extended a very cordial invitation to the Association to meet in that place. Free use of assembly halls has been proffered, and announcements concerning programme, facilities for travel, hotel accommodations, etc., will be made in due season.

A CHANCE TO DO GOOD.—The Superintendent of the Industrial School for Boys has opened a Reading Room for them, and asks contributions. He says: "About forty volumes of very suitable books—eight magazines and some dozen papers have been furnished by the Secretary of the Board of Managers and the Superintendent of the School. These constituted Christmas Presents on the day the Room was opened, and we most respectfully but earnestly invite all friends of education to aid in this enterprise. If you wish to do a lasting good at small expense, please furnish this Reading Room with some good book, magazine or paper, or give us the means to purchase one. All the reading should be carefully selected. A

cabinet of natural curiosities would add materially to the attractive, refining and elevating influence of the Reading Room, and constitute a rare source of enjoyment and permanent good to these wayward sons of Wisconsin." Contributions may be addressed to A. D. HENDRICKSON, Superintendent, Waukesha, Wis.

WAUSHARA COUNTY.—A correspondent says: The schools in Waushara county are at work with energy. Teachers seem to be inquiring for better methods of teaching and governing, and making their schools what they ought to be. An association has of late been formed for the western part of the county, which meets once in two weeks and gives promise of being of great benefit. The meetings are well attended and interesting. H. W. ROOD is its President, and OWEN MUNZER, Secretary. We are also sustaining an Educational column in our county paper. Our excellent superintendent, THEO. S. CHIPMAN, now serving his fourth term, is doing much to raise the standard of teachers, by holding County Normal Institutes twice in each year, and by attending to the interests of our schools generally.

MANITOWOC. (The Joint District.)—Our schools are in a flourishing condition under the able supervision of HOSEA BARNS, Esq., and his assistants Miss M. Frances Barr, Miss Anna Cuddy, Mrs. Carrie Green, Miss Ella Sackett, Miss Annie Burnet, Miss Jennie Hodges, Miss Fannie O'Connor, and the kind motherly Mrs. E. M. Barns. JOHN LANTRY, Clerk.

ROCHESTER SEMINARY.—The Principal of this flourishing school, J. H. GOULD, informs us that the winter term opened Dec. 16, under very favorable auspices.

ANY man who attempts to live a Christian life, no matter what his creed, is my brother, and one house is large enough for both of us.

*** BOSTON TEA PARTY.**

BY MRS. H. F. G. AREY.

Tune — "Auld Lang Syne."

One hundred years to-day, dear friends,
  One hundred years to-day,
The tea that made a nation strong
  Was steeped in Boston Bay.

When Britain, with harsh laws, pursued
  Our course o'er sea and land,
And on her stalwart exiles laid
  Oppression's iron hand,
We spurned indignant from our shore
  Her taxes and her teas,
And back to haughty England bore,
  Defiance on the breeze.

(Chorus).

A century since to-day, dear friends,
  A century since to-day,
The tea that made a nation's strength
  Was steeped in Boston Bay.

We taught our English lips to sing
  Proud anthems of the free;
And, deep in Boston's harbor, steeped
  That glorious cup of tea.
It swelled our hearts, it fired our veins
  With ecstasies divine,
And served through weary years of war,
  In place of bread and wine.

[Chorus.]

Where'er the path of honor leads
  We follow with a will;
It stirs our sturdy exile race
  To deeds of valor still.
We snuff it in the morning breeze,
  We taste it when we sup,
And Boston harbor still holds out
  Her stimulating cup.

[Chorus.]

In thinking of those rare old days
  We'll cast all chains aside,
And crush from out the land's highways
  Corruption, power, and pride.
We'll sing with unpolluted lip
  The anthems of the free,
And many an hundred years we'll sip
  Old Boston's cup of tea.

[Chorus.]

* This song was sung with no little zest by the pupils of the Whitewater (Wis.) Normal School on Tuesday, the 16th Dec.

LIFE is a book of which we can have but one edition. Let each day's actions as they add their pages to the indestructible volume, be such as we shall be willing to have an assembled world read.

OTHER STATES.

MAINE.—The State Educational Association met at Waterville, the last week in November. The energetic and admirable State Superintendent, Mr. JOHNSON, propounded the educational policy of the State for the last six years, as: 1st, better instruction; 2d, efficient supervision; 3d, sufficient and permanent revenue; 4th, the obligatory education of every child. There is a whole volume of wisdom and logic in this *order*. Prof. F. A. ALLEN, (of Pennsylvania,) has finished a third institute campaign in the State. His experience in this work has been larger probably than that of any other man, and where he goes once he is called again.

NEW HAMPSHIRE. — Institutes have been vigorously pushed here also. The late State Superintendent, Hon. J. W. SIMONDS, has been working in that field personally, with great success, but unfortunately goes out of office now! The "town system" is earnestly advocated, and will soon be adopted we think.

MASSACHUSETTS received, at the Vienna Exposition, a "Diploma of Honor," the highest prize for education. The old Bay State is always in the van.

RHODE ISLAND, the last New England State to have a public common school system, is one of the first in the energy and wisdom of her development of the system. Evening schools are a marked feature. O. FARNUM, then teaching for $24 a month, and boarding himself, opened one in North Providence in 1832-3. Now they are quite common. —The 29th Annual Meeting of the Institute of Instruction (State Teachers' Association.) will be held in Providence, Jan. 22-4. Commissioner EATON will deliver an address. —The State Normal School re-opened two years ago under Prof. J. C. GREEOUGH, is very successful.

CONNECTICUT.—The State Teachers' Association held at Hartford in November, was well attended and was favored with an address from HENRY WARD BEECHER, on universal education, who took strong ground for compulsory school attendance. Hazing and secret societies are the subject of fierce controversy at Yale.

NEW YORK.—The Dean of Canterbury (Eng.) in visiting the public schools of Albany was astonished to find so many lady teachers, and that they succeeded so well.—The city superintendent of Rochester reports against corporal punishment, but 1200 out of 1250, principals of grammar schools in the city of New York, recommend its restoration there.—The editor of the State Educational Journal goes against Business Colleges, not in the abstract, but as they are at present. Speaking of our educational work generally, he says, "We crowd through our education, and rush into active life, just at the time Europeans think they are ready to begin the study of a profession." We propose to reprint the article for its good points.—The investigation growing out of the death of Leggett, at Cornell, has brought to light a state of absolute barbarism around that Institution, that must expose it to general indignation, if not removed. The faculty have already taken decisive action, to this end.

OHIO.—The editor of the National Teacher notices a judicious plan of oral instruction in simpler elements of natural science in the public schools of Toledo, and excellent results in teaching reading by taking special pains to bring out the feeling as well as the thought.—Supt. HANCOCK, of Cincinnati, at a meeting of the "Friends of Inquiry," in that city, advocated the right and duty of the State to provide the highest educational advantages, but another speaker opposed all education by the State.—Mrs. JOHN OGDEN, whose husband is connected with the Ohio Central Normal School, has opened a training class for "Kindergarteners," in connection with her Kindergarten at Columbus. Applications received until Feb. 1. We hope Wisconsin will send an applicant for the training. Openings would be found for Kindergartens, we think, in several of our cities.

BOOK NOTICES, ETC.

THE REPUBLIC, a monthly magazine published at Washington, and "devoted to the dissemination of political information, contains in the January number an article by Senator HOWE, entitled "Some remarks on the Report of President ELIOT upon a National University." In this article our Senator, with his characteristic force and directness, endeavors to show the falsity of President ELIOT'S premises and arguments, and to give reasons for the establishment and maintenance by the general government of a National University.

We will simply say that whatever difference of opinion there may be respecting the force of the Senator's reasoning, no one can deny that the paper is very sprightly and interesting reading. We hope to give our readers ere long some extracts from it, and expect also to take an early opportunity to give a little editorial talk on this now much abused and much defended question of a great Government University.

COMMON SCHOOL MANUAL, for Rhode Island. Providence Press Co., Printers to the State.

This book, by resolution of the Legislature, was prepared by a committee, consisting of Hon. Elisha R. Potter, Associate Justice of the Supreme Court, the Commissioner of Public Schools, and the Secretary of State. It contains the Constitution of the State, so far as relates to education, and the school laws, with decisions, remarks and forms. It is altogether an admirable volume, for the use of school officers for whose benefit it is designed.

THE NURSERY continues to delight the children as usual. It enters upon its fifteenth volume with the January number. Not only in the house but in the schoolroom it must prove a welcome visitor, and would make a capital new "reader" every month, for the younglings. $1.50 a year. Address John L. Shorey, 36 Bromfield St., Boston.

THE TEACHER'S COMPANION to the American Drawing-Slates and Cards. By WALTER SMITH, Director of Art Education in Massachusetts. Boston: Noyes, Holmes & Co.

It is known to our readers that Massachusetts, generally first in good works, has taken a step forward in elementary education, by providing for instruction in free-hand drawing in the common schools. Mr. Smith, whose skill had been tested in England, is employed by the State as General Director, and has special supervision in Boston. In the absence of personal instruction, from competent teachers, his little manual will enable any teacher, and especially any one who has a little taste and skill in this direction, to give instruction in drawing, especially if the drawing cards and slates are obtained. This is an eminently practical matter, worthy of immediate and general attention.

METHOD OF INSTRUCTION for Curtis' Number Lattice and Numeral Frame. By E. T. CURTIS.

This pamphlet explains the use of the Lattice or frame which Mr. Curtis exhibited at the time of the Educational gathering in this city last month, and a specimen of which he left in the office of the State Superintendent. The apparatus is very ingenious and if sufficiently durable must be desirable. Address E. T. Curtis, Calumet, L. S., Michigan.

SCHOOL SUPPLY AGENCY.—We take pleasure in calling attention to the advertisement of Mr. John H. Rolfe. The Gazetteer and *Biographical Dictionary* which he supplies, among other things, are especially valuable.

HOBART'S HELPS TO SCHOOL MANAGEMENT.—This system has been tried with good success, and is now published by Hadley Bros. & Kane, 136 State St., Chicago. The chromos and other embellishments are got up in good taste, and must be very attractive.

WISCONSIN

JOURNAL OF EDUCATION.

VOL. IV. FEBRUARY, 1874. No. II.

The Relation of the Public Schools to the Social and Moral Well-being of Society.

[A Paper read before Wisconsin Teachers' Association, Dec. 30, 1873, by OLIVER AREY, President Whitewater Normal School.]

That the influence and position of public schools may be seen, I will pass in rapid review the educational forces of the state. These forces may be divided into two classes—the direct and indirect. The indirect manifest themselves in the family, in incidental observation, commerce, the pulpit, the press, in its partisan and sectarian character, and in its panderings to vulgar tastes. I also class under this head our punitive and charitable institutions.

The family has its origin in constitutional nature, and has for its object the conservation of the race. On its altars should blaze in their purity fires of the intellect, that the feelings and the will may perform their proper functions; for as is the family, so will be the other institutions of the state.

Incidental observation is an educator of no inferior power. The instructor will do well to bring its influence within the scope of his labors, for it elevates or degrades in accordance with the aim of the observer, the objects brought before his consciousness and the time, place and manner of observing them.

Commerce springs from the necessities of the family and in its origin and just possibilities, it is the hand maiden or rather the herald of intelligence and virtue. But in its practical workings, permeated with the greed of trade, it can no more be said to deserve this character than the unruly cow that breaks into a cornfield can be said to be the herald of the lady who has occasion to pass through the breach into the field.

The pulpit, as founded by the Great Teacher, comprehended, in their fullest sense, the emergencies of humanity. Its principles were broad enough to give opportunity to all to work out life's problem without other conflict than that which is necessary in the outgoings of constitutional nature, and was thus ordained by its Originator a potential and direct educator. But when the truths upon which the pulpit rests were proclaimed by other minds than that of its Founder, the perverseness and narrowness of many of its leading men wrested these foundation principles from their high mission of universal good to man, and brought them to the furtherance of selfishness, non-essential interpretations, political preferences and claims of infallibility; then it fell from its high estate, and its march towards ultimate truth became indirect, its conquests over ignorance and wrong action less frequent and enduring. The pulpit should meet with ready discussion whatever the progress of the age brings in its way, and should permit greater growth of thought from within, or it will be overborne by a freer and healthier growth from without.

The press should be an efficient and direct educator, as its possibilities are almost boundless. In some of its teachings it is. It sends to our school rooms and to our homes thought vitalized with the most recent revelations of masters in language, mathematics, the natural sciences, and in morals and religion,—thus quickening our educational impulses, invigorating our powers and giving us all a better insight into the problems of the future. It takes fearless stands for progress and right, and is powerful in its efforts to liberate thought from the superstitions of the past. The press which has for its object the exposure of error and the defence of right bears the same relation to the well being of society as the judge who impartially holds in his hand the sword of justice. But when it caters for vulgar tastes, stoops to partisanship in politics, to the upbuilding of sects in religious matters, uttering half truths in some cases in place of truth itself, in others overstating it, causing mildew to fall on the public mind, thus destroying the political, social and religious life of the nation,—when the press accomplishes such results, then it is not a blessing to society, for it is better that men should be ignorant than live the life of educated villains.

The punitive and charitable institutions have for their object the vindication of law and the relief of the unfortunate. The punitive are created to secure us from the direct effects of vice. Incidentally they may educate and reform those who may fall into their hands, but their first duty is to restrain evil doers by the strong arm of force. The charitable institutions are created to give such supplementary aid as the necessities of the unfortunate may demand. If more than supplementary aid is afforded, then that institution fails to bless society and can have no warrant for its act in well ordered social life, for no man is the better for having that done for him which his duty demands that he should do for himself.

The direct educational forces manifest themselves under two heads: 1. Those which have for their object self-interested or private good. 2. Those which have for their object disinterestedness or public good.

Under the first head we find select or boarding schools, ladies' seminaries, academies, parochial schools, denominational colleges or colleges limited by charter or otherwise, and professional schools.

Select or boarding schools generally find their ends accomplished when the instructors of them have secured a competence, or have learned from biting experience that there is no money in them. I am not sure but they ought to be classed among the indirect educational forces, as my experience has failed to convince me that they have other ends than those terminating in self.

Ladies' seminaries are based on the supposed inferiority of woman and the oriental idea of seclusion. Their course of study, modes of discipline, their superficial management justify this statement. They have helped woman develop artificial life, and have given her a passport into fashionable society and have accomplished in the past something for her. In the present, however, they are without sufficient purpose and must soon acknowledge their work accomplished.

The academy had its origin in the interest of the rich, and for this class it has done much. The poor have hardly found a foothold within its walls. When the public graded high school was organized the academy began to decline. The decline has been gradual and general. Throughout the eastern states where it has had the strongest hold on the hearts of the people, to my knowledge, there has been no exception to the law of gradual extinction. As the public high school has been made efficient, so has the academy declined and fallen from its former high position, and it will continue to do so until it takes its place among those institutions which have outlived their usefulness.

Denominational colleges, or colleges otherwise limited, are doing a good work for the state in the exact ratio which these institutions bear to free thought. As

dogmas, blind obedience, sectarian ideas and party interests creep into them, so will their power and usefulness be circumscribed and the time of their continuance limited. As they open wide their doors to the culture demanded by modern times, so will they secure for themselves a right to exist, for the state will find in them a necessity which its perpetuity requires.

Of parochial or church schools I hardly need speak. They had their origin when the intellect was enslaved, when obedience was unquestioned, and when despotism ruled with a mailed hand. In connection with these ideas, or a modification of them, they flourish now, and no where else. They have been weighed in the balance of progress and found wanting,and they must be classed amongst the educational debris of the times.

Under the second head of direct educational institutions I class the district school, graded school, normal school and the state colleges or universities. In these institutions I find the only opportunity for the proper development of the principle of disinterestedness, or that public good in which every man has a common and inherent interest, and which is developed in each individual when all have the right to seek their own highest welfare without molestation. And it is that good which the Greatest of all Teachers commanded to be preached to the world 1800 years ago, and which is recorded on the earth, in the heavens and in the hearts of men, as well as in the written word.

These institutions are the outgrowth of man's necessities, and are his birthright; that right which God ordained for him when he was created, and which his brother man wrested from him in his greed for power; that right which every man possesses to investigate whatever fact or principle he may choose, limited only by the nature of things or rather the conditions of the universe which makes our existence what it is.

Man's dictum is impertinent here. No man may declare what shall not be investigated. The only dicta to be tolerated in these institutions are the limitations created by the necessities of the people and the capacity of these institutions to satisfy these necessities. More or less than this is ousting man from his birthright and erecting in its place a despotism by which he is to be oppressed. Let all possibilities within their scope which have for their object the welfare of society be developed in them, and brought within the reach of all; for on universal good must public educational institutions rest, and man's inherent rights must find a welcome in them and not a forced entrance, since his will is his own and its subjective behest above all earthly criticism. Therefore we cannot lodge convictions in his mind through force, nor make him virtuous by legislation. All that can be done is to make them free and worthy, and invite students from the highways, the hovels of the poor, and the halls of the rich, but force no one to enter and partake, lest we wrong our brother.

The question now arises, how well have these institutions answered the ends for which they were designed? I answer briefly: 1. That the district school has done much for the rural population. It has made life tolerable among those who are without the immediate influence of the cities and villages, giving them elementary ideas, and thus enlarging the possibilities of culture by planting germs of thought in the minds of many a youth, which may be developed into a noble manhood that otherwise could not have been attained. It has broadened and deepened the principle of patriotism, thereby giving the best guarantee of power and perpetuity to our government. It has done much to overthrow the priestcraft of the European world, by bringing foreign youth in direct contact with free thought and individual responsibility. It is the means which annihilates armies in times of peace, and creates them in times of war. It is the outmost picket line of the American birthright and civilization. 2. What is the present condition of the district school? That I might answer this question I have made many

enquiries, and I have found that well organized district schools are very rare. For the most part the buildings are turned into the high ways. The out buildings in many cases are out of repair and quite inadequate for the needs of the school. In others there are none at all. The grounds are uncared for. Frequently they are covered with knots, crooked sticks, and such rubbish as would desecrate a wood yard. The building is not sufficiently commodious nor is it properly heated, seated, ventilated or planned. The necessary apparatus for the simplest illustration is almost always wanting. Either text or reference books are generally insufficient for effective classification. And worst of all, in the teacher's place is installed incompetency. In the main, some cousin, brother, daughter or friend of the district clerk, because he or she is poor, or in want of pin money, holds the place of instructor and hears lessons and "keeps school," but never teaches.

I have sometimes thought such schools had better be closed by state authority, but the more I know of their ultimate results, the more I am convinced that poor as they may be, they are the beginnings of a good work.

How shall we improve them? or rather bring them out of the depths of the intellectual poverty amidst which they are calling to us for the means of a more useful and nobler life?

1. By securing an eligible lot and appropriately improving it.

2. By putting thereon suitable outbuildings.

3. By constructing a school room within the walls of which incompetent persons cannot keep school.

4. By securing in the school building thorough ventilation that the brains of both teacher and pupils may be supplied with fresh blood; for growth of mind cannot be produced without it.

5. By securing the services of an intelligent, teachable, and moral teacher,—one whose body and mind are self-controlled and self-cultured, and one who enters upon the work of instruction because he loves it and chooses it for his life purpose. Away with all stepping-stone work in teaching if ever the calling is to command the respect of men. Let only those enter the school room who find in it ends sufficient to satisfy their highest ambition.

6. By levying a sufficient tax on the property in the district to provide books, maps, apparatus and other fixtures. When provided, charge the pupils a sufficient rental to keep this property in repair.

7. Let the district clerk, the inhabitants of the district and the pupils render cordial aid in the support of the teacher and his work and not oppose them or it.

8. Scout the idea that instructors in any institution can stand on any other grounds than those of a common purpose and good fellowship.

These ideas, I think, are entirely practicable if the instructors and state authorities co-operate harmoniously to this end.

The other state institutions do not differ in kind from the district school, but only in degree. I leave them for future discussion.

Sanitary Regulations of the School Room and Number of School Hours. — No. II.

[Extracts from a Paper read before the State Teachers' Association, at Madison, Dec. 30, 1873, by JOSEPH ROBBINS, M. D.]

In close relationship to the subject of impurity of the air, comes the consideration of the temperature of the school room — a matter at once so vital, and practically speaking so seemingly difficult to control. I have known one of the best public schools in this city to have a temperature at one time of 54°, and I have visited it at another time in a temperature of 72°. And I have found all the varieties in degrees between these two extremes.

Now while it is true that the temperature of the children at the age of those who attend school varies but very little during the day — the fluctuations being most frequent in the evening and night — still it is not the less true — that children like old people, having less power of generating vital heat, are particularly prone to the injurious influences of low temperature. But as a very ancient phy-

sician remarks, "the terms hot, warm, cool, cold, as applied to the surrounding air, are regulated by the sensations it produces upon the average of persons. "If the heat be carried off as fast as it is generated, and no faster, no particular sensation is felt, and the bodily powers are neither stimulated nor exhausted. This equilibrium is maintained (supposing that no extraordinary exertions are made) when the thermometer stands at 62°, or thereabouts. We call that point in the scale temperate. * * * I am speaking of the average of healthy persons; for remarkable diversities occur among individuals in respect to the epithets which they assign, under the guidance of their sensations, to the particular degrees of the thermometric scale; their sensations differing according to the power which their constitutions respectively possess of evolving heat. Now, if this power of evolving heat be entire, and active and persistent, no peril need attend even violent alternations of external temperature. But if it be weakened, as for instance — by impure air, by long confinement, by over study, by loss of sleep, all of which causes are in operation among our school children; or, if the health is already deranged, or the nervous system in any way exhausted; or if the skin be perspiring, or has already thrown off its excess of heat; or, if children remain at rest immediately after and during the application of cold; then it becomes highly perilous and likely to produce internal mischief. If we need proof of the truth of all this we find it in the fact that "one-sixth of the deaths of young children result from cold."

To pass on — you will see by your programme, that I am expected to say something about the number of school hours. * * * Our hours of attendance are today more than children can bear without risk to health, and the number of studies more than the children can sustain without passing or permanent injury from exhaustion. I speak of these two evils in one sentence, for the reason that it is not easy to distinguish their individual consequences — so closely are they allied and so similar are they in character. In attending the public schools of this city for instance, it is impossible but that one should notice, in the rapidity and multiplicity of exercises or studies, an undue amount of excited attention, eager interest and mental tension, that must be followed by a corresponding amount, especially noticeable towards the end of the term, of physical exhaustion. I would not be understood to say that all children suffer alike, but I must maintain that the instances are common enough to make me feel it to be a duty to call your attention to what is undoubtedly an evil. It is easy to reconize the injured, and this is best done at home, in the evening, when the day's excitement is over. The effects run thus: a pale face, an air of lassitude, a variable appetite, an irritable temper, disturbed sleep; and by and by comes a dulness in the intellect — with an indisposition or aversion to learning, resulting at last, in comparative inability to learn; and ending, as I have seen, if the pupil is pushed to extremity, in serious and more or less prolonged injury to the mind — in one instance, in idiocy. These evil effects, with the consequent interference in other functions of the body, will in the end break down the child's health. It is perhaps worthy of remark, that the girls suffer more frequently than do the boys, and I make this remark for the particular consideration both of teachers and parents.

Where there is so much waste as there is in the animal economy of young children, there must be ample time for renovation; and where this time is not given, but the child is required to study both at school and at home, to a degree affecting even its sleep, which becomes but a continuance of enduring thought, then the mind, sympathizing as it does with the exhausted state of the body, can not develop and is not benefited by its exertions.

Will you allow me, Mr. President, to suggest a remedy for the evil I have pointed out? I would begin, then, by curtailing the hours of study. "

been computed," says Dr. Franklin, "by some political arithmetician, that, if every man and woman would work for four hours each day on something useful, that labor would be sufficient to procure all the necessaries and the comforts of life; want and misery would be banished out of the world; and the rest of the twenty-four hours might be spent in leisure and pleasure." As with grown men and women, so with little men and women—our children; as with physical, so with mental labor. I believe that Franklin is right in his estimate, and I believe that I am right in mine also. To speak more explicitly, I would divide the scholars of our public schools into two classes for the hours of study: those under and those above twelve years old. The latter not to be more than four hours in school any day, and the former not more than three hours; the session to be divided in summer for the four hour class into two hours for the morning and the same in the afternoon, and the whole school to form but one class in the winter, from 9 A. M., until noon.

Under an arrangement of this kind I verily believe that more would be learned because better taught and better learned, and that the gain both to scholar and teacher, as well as to the parents and to the public, would be infinitely greater than under the present system. I am speaking as a physician—as one who must regard health of mind and of body before education, and a life as more valuable than a lesson.

In connection with curtailed hours—I would also suggest the advisability of lessening the number of exercises or studies. The undue excitement so manifest in the manner and regards of the scholars can not but be injurious. There is of course a proper interest to be felt and shown in study, but the tension of mind and mental excitement before alluded to are not compatible with health and therefore should be avoided.

Nor should children be allowed to evade the rules for time of studying. No child should be permitted to carry a book home. This practice, for it is a practice, of studying in the evening is one of the most pernicious I know of among children. No teacher should require it, no parent allow it, as it is ruinous to sleep and to health.

Before I leave this part of my paper, let me say, that I know of no valid objection that can be made to lessening the number of studies in our public schools, and I would anticipate the objection which may be made to curtailing the hours of study. The change may be objected to on the ground that recesses are permitted; but there is as I believe no validity in this objection, for the reason that at best, the recess is often incomplete. Either bad weather, or indifference, or a variety of circumstances will prevent the relaxation meant to be afforded. Again, in inclement weather, or when the ground is wet and cold, it is a grave question whether the recess itself is not a positive injury. I have often been called to children who were said to have taken cold, or fever, or inflammation of the lungs, from exposure in going to or returning from school. This is all nonsense. Children do not take cold while they are walking or running, no matter what the weather is, as an excess of animal heat generated by exercise makes this impossible. Such sickness has quite another source; it can arise only when the excess of vital heat has passed off, or when there is no excess, but rather a diminished temperature. Wet shoes and cold feet and damp clothing, the result of a recess, followed by a flood of cold air from an upper sash, are not exactly conducive to health, but very conducive to colds, to fevers and to inflammations. Nor is the sudden change from a heated school room into a cold, moist air less dangerous; as the justly celebrated Dr. Watson remarks, "It is "one of the most common and best ascertained exciting causes of inflammation in general."

And this brings me to another subject upon which I have been requested by your president to make some remarks—play-grounds. Now, play-grounds in fine weather are all sufficient. But we should

have play-houses for our school-children in bad weather. No child should be allowed to sit in school with wet shoes on its feet. What a trifling expense and how easy a matter it would be for each child to be required to keep a pair of old shoes or slippers at school. And how much serious sickness could be prevented by the boards of education issuing directions to this effect, providing for the children thus being protected against the consequences of mere want of thought on the part of the parents. The object of a recess is, the preservation of health and of the capability to study. But the recess becomes inoperative to this end, and even dangerous, when proper means for its realization are not provided. I would like, Mr. President, to dwell longer on the necessity for these play-houses, but time does not allow me to say more than that they should be provided, and that I would with pleasure pay my part of the tax for building them.

Objection may be taken to curtailing the hours of study in our public schools for a reason almost too Pickwickian to be received with anything else than a good tempered smile. As I understand, children are sent to school not unfrequently with a two-fold object, to learn, and to be taken care of. To be kept out of harm's way, off the street, out of danger, out of the house, and so on. If this be really so, then heaven help you, gentlemen; I do not think the Board of Education will. If you are to be public nurses as well as public school teachers; if this is what the public expect from you, I should recommend you, now that striking is the order of the day, to strike for double wages; or better perhaps, to appeal to the better sense of this same public for a reconsideration of your duties, and to the Boards of Education for a redress of grievances.

And now, a few words concerning the health and life of teachers. I have practiced as a physcian for some twenty years in this city, and have been in the habit of attending upon public school teachers as commonly as upon any other class of society. Perhaps, it would give more weight to what I am about to say if I were to admit that as a physician, I know them well and have marked with peculiar interest the diseases to which as a class I find the female part of them are more particularly subject. Diseases directly attributable to exhaustion; diseases of the lungs and diseases of the nervous system; from which recovery, especially in cases of injury done to the nervous system, is frequently so slow, that years will elapse even after teaching is abandoned, before the patient can be said to be well; to be adequate to the duties or even to the pleasures of life. Were I to write you a volume, gentlemen, upon this subject, I do not know that I could express more than these few, but earnest and truthful words have conveyed, and sincerely do I hope and trust that they may be of service to those in whose interest they are said.

When asked how this exhaustion comes about, my answer would be instant—from over-work. If this opinion were doubted, then would I say come with me into one of our public schools in this city, and mark the air that is breathed—why at times it smells like burnt fish; mark the perpetual motion which the system of teaching imposes on the children and teacher; the rapid, nay, constant change, and the number of the exercises and studies; mark the excited action, and quickening interest and over earnest attention of all concerned; learn that this goes on every morning, every afternoon; every day in the week, except Sunday, and every week in the month. Then, learn that the teacher's labors for the school commence at 8 A. M., and without recess for her; nay, commonly enough without time to go home for dinner; without relaxation of any kind, her labor continues and does not end until 7 or 8 o'clock at night. *Then*, ask the teacher how she feels, particularly if this be toward the end of the term, and the answer is "tired, tired" and putting her hand to her head, the story is told. This is no fancy picture, it is the result of a personal observation, and applies to-day, to most of the female teach-

ers in our public schools, that I am acquainted with. All this is unreasonable, unnatural, wrong, and should be corrected.

If you will permit yourselves to be admonished through the voice of one, who was once of your body, a distinguished teacher in our city schools, I will read you part of a letter which she addressed to me only two or three days ago, and which sets forth your case exactly as I have found it: "I can only repeat," she writes, "what I have often said, that from my experience, I consider teaching, especially in the public schools, weakening to both mind and body. Although blessed with an unusually strong body, not naturally nervous, I found myself, after teaching a year or two, very much affected thereby. At the close of my afternoon session, besides being naturally tired with my day's labor, I was thoroughly unnerved and irritable. During the evening I was unable to make an effort either in employment or relaxation, being both physically and mentally exhausted. It is often complained that teachers are narrow-minded, get into a groove and can not get out. I do not see how it can be otherwise. They spend all their time and strength year after year, in teaching one class of scholars after another the same branches, with no time to increase their own store of knowledge, or properly prepare what they teach. In my mind a teacher requires more time outside the school room than is allowed her. Whatever time she can thus get is no less beneficial to her pupils than to herself. She needs time to prepare her lessons, that she may present them attractively and effectively. She also needs it to retain her vigor and freshness, that she may be better able to sympathize with and influence the young minds consigned to her care. I wish I had sufficient ability to forcibly express all that I feel on the importance of cutting shorter the school sessions."

I make no apology for introducing this communication for the reason that it is not only truthful and to the point, but still better, it serves to confirm the views I have already expressed.

Mr. President, there were many other matters of sanitary interest connected with our public schools which I might have brought before you, had time permitted, but I have confined myself to discussing those only which have been more particularly called to my attention.

In conclusion, for the compliment you have paid me, in requsting this paper, I thank you, and at the same time offer you my sincere apologies for all its faults and short-comings, of which no one can be more conscious than I am.

INSTITUTE WORK—1874.

BY ROBERT GRAHAM.

It requires no argument to show that intelligence in its highest sense is essential to a republican government. WASHINGTON, in his farewell address, with prophetic vision, or rather intuitively, writes: "Promote then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

France and Spain are probably incapable of establishing Republics, because the people as a mass are unintelligent.

Wisconsin has engrafted in its fundamental law that district schools shall be free to all persons between the ages of four and twenty years; thus providing that the property of the state shall educate the children of the state.

In consequence of the inability of the parent, properly, to do this important work, the state has delegated it to schools where children between the above ages can meet in convenient numbers and obtain the elements of knowledge.

Nearly six thousand instructors are required to do this work in Wisconsin; and, as it is common to change each term, double that number is demanded yearly.

Per force of circumstances one half of this number vacate their places every three years. How to supply this great

demand with persons suitably qualified, is a problem which has occupied the attention of wisdom and experience for years. That such supply has not been obtained is notorious.

The State Superintendent of New York says: "Had that excellent litany, which invokes deliverance from battle, murder and sudden death, also incorporated a petition against incompetent school teachers, it would not have trenched upon a subject, in favor of which, wise and holy men might not properly raise their supplications."

Wm. F. Phelps, President of the State Normal School at Winona, Minn., writes: "The schools are in the hands of ignorant, unskilled teachers. Poor schools and poor teachers are in the majority throughout the country. Multitudes of schools are so poor that it would be as well if they were closed. The pitiable spectacle is presented of ignorance perpetuating itself at the public expense."

The Chairman of the Assembly Committee on Education for 1871, says: "More than 90 per cent. of our teachers have never received any instruction in the art or science of teaching; 40 per cent. are new and inexperienced, changing their places every term, looking upon the school room as a make-shift for the present. Need we wonder that their hearts and souls are not with their calling, that they are slaves to text-books?"

The Report of the Committee on County Academies of the State Teachers' Association of 1872, reads: "Certainly, this lack of qualified teachers is a deplorable state of affairs, calling with the voice of thunder for a remedy."

Our three Normal Schools, from published reports, give not far from 600 of all grades each year. From academies, high schools and colleges, it is estimated that 1000 more are furnished. Not one fourth what is needed, and the above number not distributed over the whole state, but supplied mainly to those parts contiguous to such schools. How then shall the mass of teachers be reached?

One-half, or one-quarter, or one-sixteenth of a loaf is better than none and the fragmentary gleanings of a few days institute may be of service. Testimony of the value of the Institute Work comes from Maine, New York, Vermont, Massachusetts, Ohio, Pennsylvania, Iowa and Illinois, and the reports of County Superintendents of Wisconsin are full of glowing accounts of good done, which may have some weight, after making due allowance for mutual admiration.

The Report of the State Superintendent of Wisconsin for 1872, says: "A conviction of the value of these institutes, is continually growing in the minds of teachers and people. A teacher is fast losing caste, who habitually absents himself from these educational gatherings, and is looked upon as unworthy of his position. I am of the opinion that teachers should be required to attend institutes in their respective counties for at least four days in the year, and that school-boards should be required to allow them such time, without any deduction of their wages."

The President of the Board of Normal School Regents for 1872, says: "A liberal appropriation has been made by the Board for institute work, and much has been accomplished in this important field of labor."

This institute work is fragmentary, itinerating, missionary work; it means labor and sometimes discouragement; it needs faith to sow seed here and there in the day and in the night; but the future will bring the fruit, good to look upon and delicious to the taste.

In corroboration of the foregoing views the state has, by legal enactment, provided that each County Superintendent *shall* (not *may*,) hold at least *one* institute each year. The Board of Normal School Regents and the state have also provided liberally to aid County Superintendents in this part of their work.

Institutes should be held mainly in the fall, in the months of September and October, and should continue five days, beginning on Monday and closing on Friday, with two sessions each day, from 9 to 12 A. M., and from 2 to 5 P. M.

WORK ATTEMPTED.

One-half the time should be devoted to instruction—class work by whole institute.

One-third of the time to Methods and School Management, by familiar lectures.

One-sixth of the time to *model class* work and criticism.

The county superintendent should advertise, at least two weeks before the time of meeting, the specific branches to be treated at the meeting; e. g.:—

ARITHMETIC—FOUR LESSONS.

1. Fundamental Rules.
2. Common Fractions.
3. Decimal Fractions and Fed. Money.
4. Percentage.

GEOGRAPHY—FOUR LESSONS.

1. Globe Work—Shape of Earth, Circles, Zones.
2. Outline Maps—North America.
3. " " Europe.
4. " " United States.

To include, in lessons 2d, 3d, 4th, bodies of water and land, elevations of land, navigable rivers, political divisions, capitals and cities.

READING—PHONICS—FOUR LESSONS.

(*Standard Webster's Dictionary, Ed.* 1864.)

1. Vowels in monosyllables and accented syllables, sounds of, and how distinguished.
2. Vowels in unaccented syllables.
3. Consonant sounds.

SPELLING—FOUR LESSONS.

1. Rules—two lessons.
2. Written lessons—indicating the book from which words will be pronounced, two lessons.

Thus by specifically stating what will be done, much of the odium of failure on the part of the teacher, will be averted, because preparation by the teachers will be made, and being prepared they will desire to attend and show what they can do. A healthy emulation may be secured, and interest among the citizens excited.

We have glanced at the necessity for institute work and the kind that should be attempted. It now remains to consider how attendance may be secured. Not 50 per cent. of the teachers of the state attend and those who need it most do not attend at all, or only nominally. The statistics of attendance are not reliable, for persons only present a few hours are not unfrequently enrolled to swell the attendance and make a good showing.

In Grant county only one person attended the whole time and that time only four weeks. For trifling causes, teachers that in charity we are obliged to call good, absent themselves.

The following are proposed as remedies:

I. THROUGH THE STATE SUPERINTENDENT.

1. Let the State Superintendent see that each county superintendent holds an institute, as required by law; and in case of failure, notify the county clerk of said county of such neglect of duty, and that said county superintendent is liable to impeachment.

2. Let the State Superintendent publish a list of county superintendents complying with law, with attendance at each institute of actual teachers or those intending to teach during the year, and the number of teachers needed to supply the schools of the county.

3. Also a list of the county superintendents who do not hold such institutes.

4. Advise each county superintendent of above regulation.

II. THROUGH THE COUNTY SUPERINTENDENT.

1. Let each county superintendent, two weeks previous to the meeting, notify each teacher in the county of the time and place of holding the institute, with a specific detail of the work to be done. Admit none to *class work* after Monday, except for reasons satisfactory to the county superintendent.

2. Publish at the close of the institute the names of attendants and an account of the work done.

3. On examination give to those who attend five per cent. additional on each branch of regular work treated at the institute.

4. Hold institutes (if possible) in the months of September and October with examinations at the close, on Friday and Saturday, so that all in attendance may be accommodated.

5. Have any spring examinations supplementary to fall, with certificates of only six months duration.

III. MISCELLANEOUS.

1. Any county necessitated to hold institute in the spring (March or April) to have preference, for aid from the state, for next year, in the fall.

2. Each county superintendent to pledge an attendance of teachers equal to 50 per cent. of the schools in his county. Failure to secure such attendance to forfeit the right to state aid the next year.

3. No county to receive state aid twice during any one school year.

4. Each institute conductor from a normal school, to make such time and place for holding institute in his district as in his judgment will secure the greatest good, giving preference in time to the months of September and October for fall institutes and last half of March and the whole of April for spring.

A few points are thus presented, suggested by past experience, and based upon laws already in existence, as our experience in the past shows it unwise to predicate results on future legislation. The State Superintendent is made to play a prominent part, that county superintendents may point to regulations issuing from him.

It is believed, that without further legislation, the above plan, if efficiently operated, will very perceptibly increase the attendance on the institutes, and render them a valuable aid in making the common school more effective.

CITIZENSHIP — STATE AND NATIONAL.

BY A. O. WRIGHT.

The Fourteenth Amendment to the United States Constitution defines very clearly what constitutes citizenship of the United States.

"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States, and of the State wherein they reside."

The words "all persons" include all colors, all ages, and both sexes. It never has been disputed, since our government was established, that women and children if otherwise qualified by birth or naturalization, are citizens. Nor has it been disputed that white men, if born or naturalized here, are citizens, although belonging to classes shut out from the right of suffrage. But it has been denied that negroes, whether slave or free, are citizens. By the famous decision of the supreme court of the United States in the Dred Scott case, negroes were declared not to be citizens. But this decision is of course superseded by the explicit language of the Fourteenth Amendment.

The first qualification for citizenship is thus to be a *person*—not a man, not a white person, but simply a person, without regard to age, sex or race.

The second qualification for citizenship is to be born or naturalized in the United States. The right of expatriation has always been defended by the United States; and has at last been fully conceded by most European nations, either tacitly or by formal treaty. One of the causes of the war of 1812 was the claim of England that her subjects could not give up their allegiance to the British crown and become American citizens. Under this claim English naval officers constantly impressed into their naval service naturalized citizens of this country who were born British subjects. But millions of subjects of foreign governments have now been naturalized, and thereby received to all the privileges of American citizens, and their right to thus change their allegiance is now fully recognized. The process of naturalization is as follows. At any time after he becomes a resident of this country a foreigner may declare his intention to become a citizen of the United States before the clerk of any United States or state court, who gives him a certificate to that effect. This is popularly called "taking out his first papers." When he has lived five years in this country, he can be naturalized, provided he has "declared his intention" at least two years before. This is popularly called "taking

out his second papers," and is done with a great deal more formality than attended taking out the first papers. Full citizenship can only be given in open court by the judge of some court of record, either United States or State. All United States Courts are courts of record; and in this State the Supreme and Circuit Courts are such also. The would-be citizen must bring two citizens with him to testify to his good character, and he must formally renounce allegiance to his former sovereign and swear allegiance to the United States.

When a man is naturalized, that fact naturalizes his wife and all his minor children. An unmarried woman who is of age may be naturalized in the same way as a man, and a few foreign women have been naturalized, in order to take up homesteads.

But in two cases persons who are not already citizens may become such, without a formal naturalization. When territory is added to the United States either by cession or by conquest, the inhabitants of that territory become at once citizens of the United States, and when Indians renounce their tribal relations and become members of a civilized community in the United States, they become citizens.

The third condition of citizenship is to be subject to the jurisdiction of the United States. Those Indians, who maintain their tribal government, are subject to the jurisdiction of the United States, not as individuals but only in a modified form as subject tribes or nations. They are not citizens of the United States, because they do not have the responsibilities of citizens and therefore ought not to have the rights of citizens.

Ambassadors carry the sovereignty of their country with them, according to the theory of international law; and therefore the children of our ambassadors are American citizens, though born abroad; and the children of foreign ministers are not American citizens, though born in this country.

The case is not as simple with regard to the children of other citizens, born while beyond the jurisdiction of the United States. We claim all such children of American citizens by virtue of their parents' citizenship; and we also claim all children born on American soil of foreign parents. Other nations also make a similar double claim. In such cases one nation claims the child because it is born on its soil; while another nation claims it because of its parents' nativity. Between the claims of birth and of inheritance, it is difficult to decide, and as the question has never yet been settled by the general consent of civilized nations, we can only say that persons born in countries, of which their parents were not citizens or subjects, have a double allegiance. Our laws make citizens of the children born to foreigners residing here, and also of the children born to Americans residing abroad; but that does not release them from the conflicting claims of other countries.

By virtue of the Fourteenth Amendment all citizens of the United States are also citizens of the State in which they reside. Beside those citizens of the United States who reside in this State, there is another class of persons who are citizens of this State. The supreme court of Wisconsin has decided that when the constitution of the State conferred the right of suffrage upon white males, 21 years of age, who have resided in the State a year, and who have declared their intention to become citizens, the intention of the framers of that document was to make these voters citizens of the State. But this state citizenship does not extend to their families. Their foreign-born sons, when they come of age must therefore take out papers for themselves, if they wish to vote or be drafted into the army, two privileges which only belong to male citizens of the state of proper age.

We have thus seen who are citizens, of the State and of the United States. There is still another important question as to what are the privileges of citizens. This is a question which depends more upon judicial decisions than upon statute law; and the courts have refused to attempt a full statement and classification of the rights of citizens, leaving cases to be de-

cided as they arise. The Civil Rights act in defining the equal rights of colored citizens, incidentally defines some of the rights of all citizens. By that act the freedmen were to "have the same right in every state and territory of the United States to make and enforce contracts; to sue, be parties, and give evidence; to inherit, purchase, lease, sell, hold and convey real and personal property; and to full and equal benefit of all laws and proceedings for the security of person and property as is enjoyed by white citizens; and to be subject to the like punishments, pains and penalties, and to none other." Besides these certain other rights of citizens are allowed by all; among which are, to be free from inequality of taxation, to intermarry with citizens, to engage in any profession or trade, when qualified, to take up homesteads or pre-empt government land, to use the public schools, to have passports to travel in forein countries, and to be protected against injustice abroad as well as at home. These privileges, with others not yet fully defined by judicial decision, the United States guarantees to all citizens. For protection in some of these rights we must appeal directly to the United States; for protection in others we must look to the State of which we are citizens, and only to the United States as the last resort where the State fails to protect us. In many States aliens are denied the full right to hold property, and to engage in certain professions or trades. But in Wisconsin such distinction between citizens and aliens is unknown. So far as this State is concerned, no distinction is made except in regard to voting or holding office.

Suffrage is not a right inherent in citizenship. All voters are citizens of the State; but not all citizens are voters. The theory of our laws, derived from the common law of England, is that every man over twenty-one years of age is or ought to be the head of a family, and that as the head of the family he represents the family by his vote. In our representative government this is the first process of representation; the men represent the women and children. Should the majority of the women of this country ever become dissatisfied with their representatives and demand an immediate voice in the government of the country, it will probably be granted, but not till then.

THE COUNTY SUPERINTENDENT.

BY WM. T. HARRIS.

We have been told by the highest of educational authorities that the present great progress in the efficiency of education is due to a thoroughly organized system of supervision. In Canada, in Great Britain and Ireland, even in Australia, the supervision is now organized on so efficient a basis that Dr. McCosh thinks them on the sure road to surpass our American system of schools. The sole fact of more efficient supervision, in his opinion, will soon make the country schools of Canada and Australia surpass those of America.

I do not doubt the soundness of his views on the efficiency of supervision. I have witnessed its marvelous effects. The states that have adopted a system of county superintendency have come to the front in so prompt and steady a manner, that even the most skeptical observer has been obliged to confess the potency of the instrumentality. It seems to me, however, that Dr. McCosh had not visited the schools in those states where county superintendency is well organized.

Like all other professional services, superintending schools is one that must be paid well to produce best results. Gratuitous services deprecate criticism and cannot bear it. With a well paid county superintendency the country schools improve at least fifty per cent. in the first year.

Without supervision the tendency of all work is to drift to the lowest level. The poorest work that can draw its money drags down the rest to its level irresistibly, when there is no higher authority to measure results and pronounce upon them. With competent supervision all work tends to struggle up to the highest level of attainment. The best work is continu-

ally held up before the others. The best methods, the best results, are made the standard, and popular opinion elevates its demands. That which feels itself merely tolerated is forced to struggle for self-preservation. The "struggle for existence" ends in development.

The links of supervision in our American system of schools embrace the following:

I. National Commissioner of Education at Washington, who has charge of the Bureau for the collection and dissemination of educational information. In the reports of that Bureau as in a mirror, one may see reflected the actual status of education—its organization and results—not only in the United States, but in all parts of the world.

II. State Superintendent of Public Instruction, resident at the state capital, and having charge of the apportionment of the State School Fund, the organization of educational institutes, collection of statistics, and a general supervision over the common schools, so far as the execution of the state laws is concerned.

III. County superintendents, having supervision over all schools in their county not organized under special charter (as systems of city schools).

IV. Superintendents of City Schools. Their jurisdiction extends over systems of schools organized independently of county supervision.

V. In large cities the supervision of the superintendent is supplemented by assistant superintendents and supervising principals. The latter have charge of large schools and smaller subordinate schools, and spend most of their time in inspection of the work of their assistant teachers, and in giving effect to general arrangements, devised for the perfection of management and instruction.

With this five-fold system of supervision, American educators may feel a degree of satisfaction. In a very large number of states—such as Michigan, Illinois, Missouri, the system is complete. In all the states are found the second, fourth and fifth links with a greater or less degree of perfection. There are many states having very excellent city systems under the supervision of able and well paid superintendents, while their country schools are suffering for want of a like supervision, because they have no county superintendency.

For the reason that this link of county superintendency is the most important of all the supervisory links, inasmuch as it concerns the education of three-fourths of all the people of the land, it deserves far more attention on the part of legislators than it has received. It is the most precarious link in the system. It is attacked annually by the friends of retrenchment, and the enemies of public schools seize the occasion to strike a most dangerous blow to the cause of popular education.

In order to convince the well-wisher of public schools, that these remarks are not hasty and ill-considered, I will ask his attention to the following summary statement of the duties of the county superintendent; not mere ideal duties which he ought to perform but does not, but *real* duties, most of which he cannot "shirk," and which for the most part are discharged with great conscientiousness by many county superintendents with whom I am personally acquainted.

The county superintendent's functions involve—

I. His duty to confer with other school officers and directors: (1) with the State Superintendent, whose interpretation of the state school law he is obliged to promulgate, and to whom he has to report the enrollment of school population as a basis for the division of the school fund; (2) with the county clerk as treasurer, as an intervening official charged with the transmission of statistics, receipt of funds, etc.; (3) with local school-boards, including (*a*) township boards, (*b*) village boards and (*c*) city boards. With each of these, if located in his county, he is brought into necessary relation, and with the first of them he has very distinct duties as regards advice and consultation. (4) With the sub-district directors he has similar relations, and is expected to keep posted in their plans and arrangements, and to communicate to them his information as

to the state laws and decisions, as well as the practices found beneficial in other places. He must give unity and purpose to their proceedings.

It is clear that a competent man could improve the schools of his county by proper attention to these duties alone, to an extent sufficient to pay the salaries of many superintendents. In the one matter of advice as to buildings, in the way of economy and proper construction, in the way of the prevention of breaches of the state law, he could do this. But these duties are not the most important.

II. His duty to examine teachers and award certificates to the competent ones. He is obliged to test the extent of information both as to theoretical and practical knowledge of the art of teaching. He has to find out whether the candidate knows how (*a*) to grade and classify a school according to the most approved methods; (*b*) to assign lessons of proper length and guide his pupils to correct habits of study; (*c*) how to work up a sentiment in favor of schools in the community where he is to teach; (*d*) whether he possesses sufficient book knowledge to instruct properly.

III. His duty to visit schools. He has to see that the qualifications which he required in the candidate to whom he gave the certificate, are actually exercised by that teacher in the school. (1) He must look after the grading and classification of the pupils; (2) after the modes of instruction; (3) after the habits and deportment of pupils as indicating the general influences of the teacher; (4) after the general spirit of the district as affected by the teacher.

IV. Educational Lectures. It is his duty to present before teachers at their institutes, and before the community at large, the subject of education and its various practical bearings.

V. It is his duty to hold Institutes. This is one of the most important and difficult of his duties. He has to devise measures to get his teachers together, and arrange for their accommodation and convenience; he has to get up a suitable programme of exercises; to secure the proper persons to conduct the lectures and exercises in the several topics of instruction; to draw out from the teachers present a profitable discussion of the practical points presented in the exercises and lectures.

These departments of labor well considered, I do not see how any one can avoid the conclusion that the work of the county superintendent is the most important link in the entire system of educational supervision. Its cost to the state is very small in comparison with the entire outlay. By no other agency can the school system of a state be so potently lifted up and at so small an expenditure of money.—*American Journal of Education.*

PROFESSOR AGASSIZ AT PENIKESE SCHOOL.

BY A. B. MILLER, A. M., PITTSFIELD, MASS.

MR. EDITOR:—Doubtless most of your readers have heard something of the school of Natural History established last summer on Penikese Island near New Bedford, Mass. Perhaps a few reminiscences of it, from one who richly enjoyed its privileges may not be without interest, and not without value either, if it may direct attention to the doings of next summer's session.

On the 5th of July last, about fifty teachers gathered from all parts of the country, sailed down from New Bedford fourteen miles, landed on a rough looking little island, were met and welcomed by Prof. Agassiz, and for about two months gave their time and thoughts to the study of whatever living things they could lay their hands or their eyes on, under his kindly direction and powerful inspiration.

I am sure I shall be understood as giving very high praise to the school, to its methods of study, and to its skillful, genial, admirable conductor, when I say that though I have taught school now over fifteen years, and had supposed all my boyishness to have been long ago evaporated, yet as soon as I landed upon the island and began in earnest to search for star-fishes, sea-weeds, barnacles and jelly-fishes, and to look at them in the light of Prof. Agassiz beautiful, glowing, comprehensive, philosophic descriptions, I began to feel that my whiskers were an anachron-

ism, and my gray hairs a delusion. For in enthusiasm, in wonder, in satisfaction, in implicit confidence in my instructor, I was instantly reduced from forty to fourteen years of age.

At the last summer's session, the first object which the director of the school proposed to himself and to us, was to teach us to see the things that were before our eyes. Of course this was not fully accomplished, else we when we came away, should have been to the world around us, objects of as great wonder and admiration as the learned Professor was to us. But we felt that we learned something of this precious lesson. The second lesson he taught us was how to better appreciate and enjoy the wonderful mechanism of every object we might examine, however common or simple. The reader may smile if he will, but one of the important things we learned at the Anderson school was how to dissect a fish or a toad or a lobster with an intense interest and a more profound reverence for the Divine Artificer who fashioned it.

Perhaps the recital of an incident of our school life will best enable me to present to view the controling spirit of the institution. On Saturday, the 20th of July, while one of the students in the laboratory was dissecting a skate, he found in the body of the fish an egg. Now this may seem a matter of small consequence to one who has walked along the beach and noticed how frequently the curious shell which encloses this egg may be seen. It certainly seemed quite an indifferent matter to the student and when he took his tray up to the professor to exhibit his discovery he had very little idea of the sensation he was about to cause. An exclamation from Dr. Wilder to whom it was first shown brought forward Prof. Agassiz, and the excessive astonishment and satisfaction which he manifested immediately called around him a wondering circle of ladies and gentlemen.

Prof. Agassiz was interested in the egg, we in him, and it seemed quite worth our while to observe him as he studied it. Beaming and sparkling with delight, he surprised us by saying, "No human eye, so far as is recorded, has ever seen what we now see, a full formed egg in the body of a skate. For many years I have been looking for this very thing." He seemed as happy and as nervous as an inexperienced young maiden with an unexpected love letter. When he began to trim away the flesh so as to show the egg in its bed to better advantage, his hand trembled so that he could hardly use it. But more was to come. As he was carefully, slowly clipping away the fleshy covering, there came a sudden, a very expressive ah!-h-h, and then the words, "truly here are *two of them*. How beautiful they are! The sight of those two eggs alone would pay me for my whole summer's work," and then with a soft, happy, boyish whistle, he went on with the dissection to make it ready for the drawing master. When it was drawn showing both eggs entire in the shell, it was brought down for a second dissection preparatory to a second drawing. On removing the upper part of one of the shells there appeared a very pretty egg somewhat like that of a hen. The yolk seemed pink rather than yellow and in its general appearance, including the germination vescicle suggested the idea of some large bird's egg. At this the Professor's feelings and the interest of the observing students reached a climax. "Before it is moved," said he, "I must take a good look at it lest something happen to it." "Ah," continued he, "it is a splendid sight; it is the most beautiful specimen I ever saw. Now Dr. Wilder raise it out of the water. Stop! give me a good look at in the air before it goes into the alcohol. Yes, there is the blastoderm perfect. Now carefully lower it into the alcohol." Then a long, proud, happy look before the utterance, evidently with intense feeling, and apparently with perfect sincerity, of the following words, "I would not take two thousand dollars for that rare specimen. No human eye has ever seen so rare a one. I would not exchange it for the Madonna of Raphael! Come, Mr. Hawkins, draw this beautiful thing once more."

Such enthusiasm could not but be contagious. The objects we examined and

studied seemed almost as novel and interesting as those we would expect to find on some other planet.

The school proposes to itself to be a normal school for teachers of Natural History where they may learn how to observe and how to communicate; and also a center of investigation for original discovery, that this field of human knowledge may be enlarged as rapidly as may be.—*N. Y. Educational Journal.*

COMMON SCHOOL EDUCATION.

Common school teaching has been allowed to be governed more and more by half truths and conventional ideas. The efforts of its friends and promoters have sought an end which was by no means as clearly kept in view as the importance of the matter warranted. This end was that the public school should give the best and most complete education to be obtained. Public school teaching was to supersede all other teaching, by dint of being superior to all other. To reach this end, the effort has been made to crowd into the common school course as much of everything to be taught, as the limits of the system would allow. The obvious way of reaching this point, or or of appearing to reach it, rather, was to have as many studies on the list as possible, and to be seen constantly passing from the easier to the more difficult. This sooner or later diverts the attention of the public from the question. "*How* do you teach?" to that of "What are you teaching?" It is an easy way of surmounting difficulties. It serves to satisfy parents and guardians, not to say the school committee, or the "Board of Education." To nine out of every ten it is eminently satisfactory to hear that "our high school teaches as much as is taught in most colleges." To ninety-nine out of every hundred there is denied the power of knowing whether any of these things have been satisfactorily learned. Of many of the subjects which are set forth in the text-books carried by the youthful scholar in his leathern strap, or under his arm, none but an expert can judge whether any real knowledge has been attained. They belong to a class of studies never pursued in after life,—except for special ends, or by reason of peculiar tastes. The higher mathematics, for instance, or chemistry, or astronomy, or geology, are by the vast majority of public school scholars as sure to be utterly dismissed from their thoughts as the rules of the school and the order of recitations. They are forced into the minds of pupils at an age when the reasoning powers are undeveloped, and the memory in its highest state of receptivity. Obviously, that is the age when elementary facts should be laid in store, and when the art of using facts should begin to be taught in that careful and guarded way which takes care not to anticipate development. Take a class of the same age, and, with slight exceptions, the power of learning by rote will be about the same. But the power of reasoning and applying will be almost in abeyance with them all. Just where it is found there will probably be less capacity for accurate memory Indeed, accurate, literal memory almost always leaves the mind when the higher powers come in play. Idiots and feeble-minded children are slow to receive impressions, but they hold to them with painful tenacity.

The common school system is fast drifting into that devotion to cramming, which is the very reverse of true education. Secondary facts are crowded upon the memory, to the exclusion of those elementary ones which are needed for the foundation. The plea that is offered in defence of this system, is that everybody's child has a right to the best education the State can give, and that, therefore, it ought to know whatever will be of use to it in after life. We suggest that a good many things may be left till the time shall come for them to be learned to advantage. For instance, a little boy in one corner of a bench in the public school may become a bishop, but it would be hardly worth while to instruct him now in the canons of the the church concerning the trial of bishops. The lad next him is in nowise excluded from the hope of being chief justice of the supreme court of the United States, but would hardly be advanced toward the bench by being now set to work upon

"Smith's Leading Cases." There is a fallacy in the theory, somewhat akin to that under which careful country mothers, who pack the trunk of the boy departing for a week's visit to the metropolis, with specifics against all manner of diseases. If the sickness *do* come, the doctor in the next block, and the druggist on the corner, will furnish all that is needed, and there will be no danger of the bottles breaking and mingling their pleasing contents over the Sunday suit and the new shirt bosoms.

For, to carry out our principles—as the boy may be either bishop or chief justice, not to mention all other conceivable offices—it would be proper to cram him with both canons and cases, and with whatever else any possible contingency of after life might find it handy to possess.

It seems to us that the common school system should be limited to the exact opposite of this, and allowed to teach nothing special; nothing but what, in any station of life, would be certain to be useful. This, however, it should teach well and thoroughly; so thoroughly, in fact, that the child could pass at once to the special study appropriate to its calling, prepared to make the best use of that. It is not important, nay, it is undesirable (unless a man proposes as his destiny to edit encyclopædias), that a boy should leave school knowing a little of everything. A little knowledge of all things almost inevitably involves a vast ignorance of all things, and that, too, unhappily, without the capacity to perceive that ignorance.

Under this system, the rivalry of public schools with private would be mainly done away. The public school would be above rivalry, because, under its limitations, it would teach as no other could—except in those individual and isolated cases where a child is best taught on a special system, adapted to its own peculiarities. Then private or special schools for the advanced could take up their particular branches. There would be schools of modern languages, schools of music, schools of drawing—possibly, even, schools at which the American youth might acquire some knowledge of history and geography.—*Churchman.*

SUFFRAGE WITHOUT EDUCATION.—Horace Mann expressed the danger to our government of universal suffrage without universal education, as follows:

"The human imagination can picture no semblance of the destructive potency of the ballot box in the hands of an ignorant and corrupt people. The Roman cohorts were terrible; the Turkish janizaries were incarnate fiends; but each were powerless as a child for harm compared to universal suffrage without mental illumination and moral principle. The power of casting a vote is far more formidable than that of casting a spear or javelin.

"On one of these oft-occurring days, when the state of the Union is to be decided at the polls, when over all the land the votes are falling thick as hail, and we seem to hear them rattle like the clangor of arms, is it not enough to make the lover of his country turn pale to reflect upon the motives under which they may be given and the consequences to which they may lead? By the votes of a few wicked men, or even one wicked man, honorable men may be hurled from office and miscreants elevated to their places; useful offices abolished and sinecures created; the public wealth, which had supported industry, squandered upon mercenaries; enterprise crippled; the hammer falling from every hand; the wheel stopping in every mill; the sail drooping to the mast on every sea; and thus capital, which had been honestly and laboriously accumulated, turned into dross. In fine, the whole policy of the government may be reversed and the social conditions of millions changed to gratify one man's grudge, or prejudice, or revenge. In a word, if the votes which fall so numerously into the ballot box on our days of election emanate from wise counsels and a loyalty to truth, they will descend like benedictions from heaven to bless the land and fill it with joy and gladness, such as never have been known upon the earth since the days of paradise; but, if on the other hand, those votes come from ignorance and crime, the fire and brimstone that were rained on Sodom and Gomorrah would be more tolerable."

FREE TEXT-BOOKS.

In the state of Maine, 1869–70, the legislature, refusing to grant a State uniformity of text-books, gave to towns and cities authority to furnish to their schools free text-books. Two cities, Bath and Lewiston, have availed themselves of it much to the advantage of their schools, and to the satisfaction of their citizens. The school board of Lewiston has for more than a year furnished the schools with text-books, stationery, and all other needed appliances. Bath did the same for a longer period. A writer in the *Maine Journal of Education*, Mr. Thomas Tash, of Lewiston, enumerates some of the advantages resulting from the supply of free text-books. Books are ready at the proper time. Every child is supplied with all the books, etc., needed. There is uniformity in books. Considerable latitude, especially in cities, can be allowed in the selection of books, without increasing the expense of them. Books are more entirely under the control of the teacher. Books are more carefully used, and better kept than when owned by the children. It leads parents to procure reference books, useful both to themselves and their children. Convenience in making transfers. The free supply of books increases school time.

In regard to cost, it has been found, in Bath, that the cost per scholar for books averages annually about one dollar. In Lewiston, it will be somewhat less for a series of years. Mr. Kiddle, superintendent of schools at New York, says that the whole cost of books, slates, maps, pencils, stationery, etc., including janitor's supplies, (not full) is only about $1.75 per scholar on the average in school. Hon. Nelson Dingley, jr., until recently President of the school board of Lewiston, and now Governor-elect of the state of Maine, after alluding to some of the benefits to which attention has already been called, thus closes:

"And more important than all other considerations, many children who have been kept from school simply because their parents could not, or would not, incur the expense of books, will, under the free text-book system, be brought within the influence of the school room. Indeed, on general principles, it is difficult to see why the city or town that on grounds of public policy and necessity is required by law to provide school room and teachers and school appliances for its children, ought not also to provide them with that most essential school appliance—text-books. Our own belief is that experience will demonstrate that the free text-book system is not only justified on grounds of economy, but also by the wisest public policy."

Mr. Tash closes an able paper upon this subject with the following observations:

"We will only add that the measure, where adopted, has been found to be a popular one. It relieves from expense, anxiety, and trouble, and could not be otherwise than popular. The leading, wealthiest, and most intelligent citizens, are its most earnest advocates. We are confident also that should other towns and cities adopt the same plan, and proceed with it judiciously, it would be found equally satisfactory."—*Minnesota Teacher.*

EMOTIONAL LANGUAGE.—The fact that many of our emotions now betray themselves only through the incompleteness of the effort of will to disguise them is not a little curious, and offers several lines of interesting inquiry. It at once suggests how very little play for emotional expression the conditions of modern society appear to allow. For it seems tolerably certain that the voluntary hiding of feeling is a late attainment in human development, and is forced on us simply by the needs of advancing civilization. Savages, for the most part, know little of concealing their passions, and this makes them so good a psychological study. Children, too, who may be supposed to represent the earlier acquirements of the race, are proverbially unfettered in the expression of their sentiments. In like manner, in the various ranks of our civilized society, we see that, while a cultivated lady appears to

all distant onlookers to have a mind dispassionate and undisturbed by agitating feelings, a west-country maid reveals her curiosity and wonder, her alternations of joy and misery, with scarcely a trace of compunction. If we go low enough down the social scale we find the freest utterance of feelings, and it is only when, in retracing our steps, we arrive at a certain stage of culture that we discover signs of an active emotional restraint. Where this self-control is defective we have Mr. Spencer's secondary emotional signs. Higher up, among a few specially cultivated persons, the acquisition of this power of concealment appears to be complete, and we have a type of mind capable of a prolonged external serenity unruffled by a gust of passionate impulse. The survey of these facts at once prompts the question whether the expression of our feelings by smile, vocal changes, and so on, is destined to disappear with a further advance of social organization. To attempt to answer such a question directly and briefly would perhaps betray too much confidence. We may, however, seek to define the various paths of inquiry to be pursued before a final answer can be arrived at, and to hint at the probabilities of the problem under its various aspects.—*Popular Science Monthly for January.*

*** "Education. the Security of our National Future,"**

BY DR. J. W. HOYT, OF MADISON.

Mr. PRESIDENT: As correct opinions are essential to right action, it is a happy omen for our country that the sentiment of this toast is fast becoming the faith of the American people.

That a government of the people, for the people, and by the people, cannot permanently prosper, except the people be intelligent, is too evident to require demonstration. Hence the solicitude of our forefathers that ample provisions be made, not only for the elementary education of all the youths of the country, but also for the most thorough culture of all who should aspire to the higher walks of learning. Hence the thousands of stately structures that wear upon their generous fronts the title of "Public School" and are the pride of so many of our cities and larger towns. Hence the multiplied thousands and hundreds of thousands of less imposing, but comfortable and neatly furnished schools that dot our hills and vallies on every side and nestle in the midst of our rural homes. Hence the multitude of our academies and colleges, mainly the fruit of private benefaction, and the increasing number of our so-called state universities and schools of agriculture and the mechanic arts, which, for the most part, are based on grants of government lands. Hence our constitutional and legislative provisions for school-superintendence, town, county and State. Hence the creation of a national bureau for the collection and diffusion of educational facts, as well as for guidance and stimulation. Hence the respectful consideration now given by congress to recent propositions for the consecration of the net proceeds of all the public lands, hereafter sold, "to the education of the people," and finally, for the founding of a great and true university, as the crown and completement of the government's general provision for the educational wants of the nation.

That these prospective acts of the government are destined to follow appears to be almost certain; for the sad experiences of the late civil war, the sudden enfranchisement of millions of slaves, and the increasing immigration from foreign lands have strongly stamped their necessity upon the public mind. But until they are accomplished, until every youth in the land can be made the recipient of so much education as is essential to qualify him for the ordinary duties and relations of social and political life; and until the means of the highest possible culture are afforded to all who crave and are prepared to enjoy them, we shall have fallen so far short of our duty and have reason to tremble for our national future. Nothing else than this will enable us to correct the downward

---

* Speech on the "Fifteenth Regular Toast," at the celebration of the Ninety-Seventh Anniversary of American Independence at the "Blumen Saele," in Vienna, Austria, July 4, 1873, by American Commissioners and Exhibitors in attendance upon the Universal Exhibition.

tendency of our local and national politics and insure to the United States of America that high and honorable position which they have seemed destined to hold among the great nations of the earth.

But, Mr. President, my own convictions far transcend the limitations of the sentiment to which I have consented to respond. I believe education to be the *sine qua non* of true national greatness, whatever the form of the government. Intelligence is the only security against false conclusions, and hence the surest safeguard against ultra radicalism and popular violence, on the one hand, and a blind and self-defeating conservatism on the other.

It being, then, the purpose of a government to rule wisely and justly, what greater wisdom than to make sure that the people are themselves able to appreciate what is wise, and what is just?

If I mistake not, this broader truth is also fast becoming the faith of all people and governments. They are learning this great lesson — that the self-imposed restraints of an enlightened reason are a thousand times more effective than force from without, when opposed to blind passion. Indeed, my fellow countrymen, if we but lift our eyes and look around us, we shall see that we only bear a humble part in a grand movement which has already enlisted a score of nations and quickened them to unprecedented activity in efforts that look towards universal education.

If, therefore, as Americans on this honored day, and in the presence of these distinguished guests from many lands, we recount the early wisdom of the founders of the republic, and the successive steps of State and national governments in the fulfilment of their plans, is it not fitting that we also recognize this progress of the other nations and offer them our most hearty congratulations?

Among them we find at last Old England, home of our forefathers, source of our language and so much of our science, literature and law: whose energy and enterprise have made her so eminent in the mechanic arts, and sent forth her ships like countless shuttles to weave the commerce of the world;—and France, no less remarkable for the extent of her resources, the genius of her people, or the ever-memorable generosity with which she came to our help in the struggle for our national independence, than for the persistency and courage with which she still holds up her ideal of self-government and strives to make it a permanent reality;—and Spain, so long a fountain of learning to other nations, the patron of science and pioneer in discovery, and now, in these last days, seeking to rehabilitate herself and begin a new and grander career of progress; and Italy, original source of science, art and jurisprudence to many of the western nations, at last reunited and, in great measure, redeemed and disenthralled; — and Austria-and-Hungary, this beautiful land of our temporary sojourn, by the magic wand of whose enlightened and progressive sovereign there has sprung up, in this queenliest city of Europe, so marvelous a display of the products of human industry and genius;—and Germany, home of science, letters, philosophy and art, again, as in the past, grand in the unity of her many States as well as in the material and intellectual resources of her people;—and glorious little Switzerland, sturdy, intelligent, heroic, free;—and Belgium, whose fields are gardens, and the sound of whose hammers is heard round the world; — and Netherlands, at the mention of whose name troops of glorious memories marshal themselves in grand review and challenge our admiration;—and the Scandinavian States, which, whether as pioneers upon the new continent, or as sources of so large a proportion of our best foreign-born citizens, will ever command the respect and gratitude of America; — and Russia, greater than the greatest in vastness of empire and in the multitude of her hardy and vigorous people, great also in the variety and extent of her resources and in the promise of her future;—and, finally, the marvelous nations of the Orient, with whom exclusiveness has been a cardinal virtue from time immemorial, but which of late have opened the doors of hospitality and sent their gleaners into the harvests of all civilized lands. To all these, and even to

some of the nations beyond the equator, there has come in these latter days, as it were a revelation from Heaven, a new recognition of this fundamental truth, that the real greatness of every nation must depend on the intelligence of its people.

But even the foremost of the nations have not yet wholly emerged into the clear light of a true civilization; else the fitful reign of Force and Violence had ended, and the steady and peaceful reign of Reason been established. We still stand in the twilight of the early morning. But the dawn is breaking. The finger of Aurora is even now on the tops of the mountains. The day is at hand! When it comes both rulers and people will have juster views than now of what constitutes national prosperity. They will then know that it involves vastly more than mere material wealth and material power—that, in the highest sense, it is indeed but a comprehensive synonym for that unembarrassed and intelligent play of the industrial, intellectual and moral forces of a people which comes of a common obedience to divine and human law; that intellectual culture of the people which qualifies them for the most refined and elevated pleasures of which man is capable, as well as for the conquests of science and the triumphs of creative genius; and that moral culture of the whole people so absolutely essential to a discharge of the duties and responsibilities of life, and without which no people may hope to dwell together in permanent happiness and become a guiding light to other nations. Nay, more, when that day is fully come, patriotism will find it easier than now to expand beyond the narrow boundaries of country and merge itself in that yet broader and nobler sentiment whose province is the whole earth, and whose godlike aim is the highest good of all mankind.

An advancing industry, rapidly increased facilities for commercial relations, and that comity of nations which is the harbinger of a permanent international amity, are among the glorious fruits of a growing intelligence. But they are *only fruits*. It is Universal Education itself, and it only, that can guarantee the Brotherhood of the Race, and bring all the nations into the shining pathway of Universal Peace!"

Absent-Mindedness and Mental Power.

It is worthy of notice that the growth of the mind is often accompanied by an apparent loss of power in particular respects; and this fact is exceedingly important, especially to all who desire to estimate the condition of their own mind. The mental phenomenon called (not very correctly) absence of mind is often regarded by the person experiencing it, and still more by those who observe it in him, as a proof of failing powers. But it often, if not generally, accompanies the increase of mental power. Newton displayed absence of mind much more frequently and to a much more marked degree when his powers were at their highest than in his youth, and not only did instances become much less frequent when he was at an advanced age, but the opposite quality, sensitiveness to small annoyances, began then to be displayed. Even an apparent impairment of the memory is not necessarily indicative of failing mental powers, since it is often the result of an increased concentration of the attention on subjects specially calling for the exercise of the highest forms of mental power—as analysis, comparison, generalization and judgment. I have already noted that profound thinkers often refrain from exercising the memory, simply to avoid the distraction of their thoughts from the main subject of their study. But this statement may be extended into the general remark that the most profound students, whether of physical science, mathematics, history, politics, or, in fine, of any difficult subject of research, are apt to give the memory less exercise than shallower thinkers. Of course, the memory is exerted to a considerable degree, even in the mere marshaling of thoughts before theories can be formed or weighed. But the greater part of the mental action devoted to the formation or discussion of theories is only indirectly dependent upon the exercise of memory.—*Popular Science Monthly for Jan.*

THE NEW PRESIDENT OF THE UNIVER ITY.

BY A MEMBER OF WILLIAMS COLLEGE CLASS OF '73.

Who is the next president of the University, and what manner of man is he? have become quite common questions. Having once felt the same anxiety of mind, and having found very agreeable relief from the same in the relation of pupil and instructor, it is possible that I may be able to throw some light upon the subject which will not be wholly unacceptable.

During our freshman year Dr. Bascom was traveling abroad. After the difficulties incident to the first year in college had gradually melted away, as freshman troubles always do, and it seemed that we should really survive, the Sophs, with characteristic naughtiness, used to harass our credulous minds with the hardships in store for us when he should return. Did we imagine we had seen any real trouble? "Wait till Prof. Bascom comes home!" He was pictured to our imagination as the incarnation of cold discipline; a man who, without faults himself, could not properly sympathize with the unavoidable waywardness of college boys. In college parlance, he had "no bowels" (of compassion). We remembered to have heard in connection with theological subjects of "Justice divorced from Mercy." The personation of that abstraction was just our idea of the absent professor. During his absence, the chair of Rhetoric and Literature was occupied by a man who found no little trouble in restraining the natural playfulness of under-classmen, and on rhetorical days the presence of the venerable president was necessary to insure the desired decorum. We remember, with considerable distinctness, the first rhetorical after the Doctor's return. Our method of applause was not the most approved kind. While it might not have disturbed an audience of deaf mutes it was too hearty for persons of sound hearing. The first sound met an unmistakable admonition. But who ever knew underclassmen to act upon the maxim "a word to the wise, &c." The second round came in due time. Visions of "divorced justice" visited our slumbers that night, and thereafter no sentiments from the chapel stage were sufficiently approved to provoke from us that kind of applause. He *was* a terror—to evil-doers at least, and it was very easy to see how those wicked Sophs came by their opinion. A closer acquaintance revealed the real kindness of his heart. To be sure, a careless failure met with a coolness not encouraging to a repetition, and praise, it seemed to some of us, was quite sparingly bestowed. He was a man to be envied who really received words of commendation from Professor Bascom. We knew they were not meaningless or undeserved. If we asked his opinion of our own efforts or other matters, we were sure to receive it whether it was the most agreeable or not.

In senior year we came to know him more intimately and to apprehend his methods and vigor of thought more fully than before. The respect we already felt for his powers of mind grew into esteem when we saw intellectual strength coupled with the highest integrity of purpose; with a love of truth for its own sake and a readiness to accept it at whatever sacrifice. Perhaps what impressed us most was the inborn sincerity of his character. He could not be narrow or sectarian in his opinions, his mind was too broad. He would not deny to others the utmost freedom of thought; he loved liberty and consistency too well himself. If the subject of class-room discussion was Literature, his acquaintance with the authors themselves would indicate that this had been his special line of investigation; but his knowledge of cotemporary events and their causes, of the political and religious thought of the time, showed that his study had been broader and deeper, and not only historical but philosophical. In Aesthetics, his familiarity with the subject, his fund of illustrations, the result of observation at home and abroad, gave proof that this side of his nature had not been neglected.

A very pleasant feature of the year was the social gatherings at his house. He invited all of the class who chose, to

meet him regularly each week to talk over any subjects of interest, connected with our studies or otherwise. These meetings did much to ripen the respect and esteem of the class-room into that attachment which came to mark our connection with him. The topics ranged from the most practical of economical matters, through the experiences and impressions which were the result of his travel, to the fields of metaphysical and philosophical thought where he liked especially to dwell. It mattered little what was the subject—it was not new to him. We used to say his mind contained the germs of all knowlege, the principles which could, upon occasion, be developed and applied to any topic in hand.

The simple elegance of his home was evidence of a presiding spirit worthy the companionship of his own. And if he was unavoidably absent, Mrs. Bascom was entirely competent to entertain the "grave and reverend seniors" and follow with them any path the conversation might take. Those who have met her can understand readily the Doctor's veneration of woman and his earnest advocacy of her rights. A man usually judges the female part of the race by his own wife. If she be the embodiment of excellence, he holds the sex in high esteem. If she be the combination of little weaknesses and foibles, he endures his lot resignedly and believes it is simply woman's nature.

Theology, too, had been the subject of his special attention, and perhaps it is enough to say that, in a faculty containing Dr. Hopkins and Pres. Chadbourne, he was a favorite preacher. His sermons, composed of bold, earnest, compact thought, of illustrations peculiarly apt and original, were the delight of hearers so captious as students proverbially are.

That independent thinking is a characteristic of Dr. Bascom, is seen from the fact that he writes upon nearly every subject that claims his attention. His published works cover the field of Political Economy, Aesthetics, Psychology, and Rhetoric. His lectures just delivered at Lowell Institute, being a Philosophical History of Literature, are now in press. He has been a frequent contributor to the *Independent* and the various periodicals. His review of the Darwinian theory was considered one of the best written.

Allusion has been made to his interest in woman's rights. He is a believer in the right and expediency of giving to young women full equality in the use of all educational advantages enjoyed by the opposite sex. His plea before the Alumni Association, for the admittance of women to college, made the conservative heart of Old Williams throb.

It seems especially fortunate that, called to stand at the head of the system of education in the State, he already has a sympathy and practical acquaintance with its lower methods. The schools of his township have for some years been under his management. The spirit of fogyism so strongly enthroned in that mountainous corner of Massachusetts, after a determined resistance, was obliged to yield to his persistent efforts, and now Williamstown, with its school-houses rebuilt and nicely furnished, its districts rearranged, its teaching force improved in quality, its graded school managed and equipped in the best manner, is a model of what the township system may become.

The department Dr. Bascom has hitherto had did not offer him opportunity to bring into use his full strength. The duties of his new position lie in the direction of his favorite fields of study and will engage his best efforts. He comes to his work in the prime of his life and full activity of all his powers, with talent and attainments recognized among scholars, with personal qualities which command the esteem of those who know him, with a conscientiousness and sincerity of motive that can not be tempted by self interest; qualifications which eminently fit him for the station he is to fill. And must it be that the same fatality awaits him which has almost invariably been the portion of those who have ventured to assume the direction of state institutions? His friends protest against such a sacrifice. Why can not the changing policy consequent upon the uncertainty

and partisan feeling of regent boards, give place to a uniform independent administration which shall enable the University to compare favorably with the best of denominational institutions?

SUPERVISION OF SCHOOLS.

A Paper read before the Wisconsin Teachers' Association, Dec. 30, 1873, by SAMUEL SHAW, Superintendent of Schools in Madison.

The gentleman who notified me of an appointment to discuss this subject, was pleased to inform me that I would be expected to confine my attention to graded public schools. With this understanding, I shall proceed at once to consider the question; and in order to be practical, I shall incur the risk of being considered common-place.

The root meaning of the term supervision, namely, to see over, or better, to oversee—presupposes actual visitation of the several departments by the individual who superintends. I am aware that much valuable information concerning the work done in the various rooms can be obtained without going to see; while we have to accept this statement so often as a shabby excuse for lack of parental visitation, we know that no judicious superintendent will trust entirely or even considerably to hearsay testimony concerning the excellencies or defects of the teachers under his care. "Seeing is believing, and hearing at best *may be* the truth."

Should the supervising officer be one who has had personal experience in teaching? I am not prepared to say that such a discipline is *absolutely* necessary in order to FIT a good superintendent for the work. In fact, I know of a gentleman who has succeeded well in one of our sister cities of Wisconsin who has never taught, or so little that his intimate friends are not informed of it. However, he brought to bear upon his mission fair culture, quick perception, good common-sense, large popularity and self-sacrificing devotion. On the contrary, I can readily conceive of a successful school-master, who would make a very ordinary superintendent, keen but narrow, accurate but uninspiring. Yet, after all has been said that can be said in favor of a superintendent's inexperience in teaching, I am forced to the conclusion by observation and analogical reasoning that the *summum bonum* of our schools demands a practical knowledge of the art of instruction on the part of the one whose duty it is to inspect and criticise the same. When it becomes the custom of acute business men to engage doctors to supervise ship-building, ministers to supervise railroading, and lawyers to supervise farming, then I shall be free to admit that teachers should not be selected to supervise teaching. You'll observe that I do not claim to belong to an unprofessional profession.

In cities as populous as Chicago or larger, the board of education have sufficient funds at their disposal and sufficient labor too, to warrant them the approval of their constituents, when they engage the services of a person who has had large experience in teaching and say to him, "We ask you to act as the inspector of our schools; you need to teach no class, simply superintend our educational interests." But in all the cities and villages of our state, except possibly Milwaukee, the question of school supervision confines itself to two possibilities:

First Choice.—(*a*) Shall we hire a man for a nominal sum, who shall give a fraction of his time to the general features of local education and act as a sort of figure head to the school board? Were I called upon to answer this question I should say No, for several good reasons. 1st. The probabilities are in these busy western towns, that a man will be selected who has to follow some legitimate calling for the support of himself and family. In fact I should regard it as a great misfortune if this were not the case; for a person with half enough to do is sure to be behind hand. Now, we know in these modern times, be it as it may in the mythological ages, that when a citizen is selected to serve himself and the public in order to live, he will certainly put the public last. I am willing to admit just enough exceptions to this statement to prove the rule. Self is puffed up now-a-days into huge proportions, from the

school superintendent *down* to the rump Congressman of back-pay fame.

(*b.*) If the board or the people select an ex-teacher for superintendent, just as likely as not he was shelved years ago, in some state far distant from Utopia, on account of his impractical notions and general incompetence; and, now, he seizes the reins of a little brief authority to re-experiment and ultimately retire. I know from four years personal experience and am frank to admit that an ex-teacher in the capacity of school supervisor is exceedingly apt to become supervisionary.

(*c.*) If the board or the people select for their superintendent a man with no experimental knowledge of teaching, the chances are that he will wear the honors and draw the salary of his office, and turn over the laborious and annoying details of his duties to the principal, who of course must help him out of his difficulties during the hours which should be devoted to rest and relaxation. Thence come wounds without just cause; thence cometh redness of eyes. Perhaps some from our ranks have gone up to the hill-top of glory, bearing, like old St. Paul, in their bodies the marks of their servitude.

Second Choice.—Shall we regularly organize our board with the proper officers, and make the principal of our schools, superintendent ex-officio? I answer, "Yes, by all means." And hold him responsible largely for the success or failure of the different departments, provided his recommendations have been carried out. Now, I claim the superintendent should keep those recommendations within reasonable bounds; a school board which is not purely passive and inefficient will be conservative in its acts; but its very conservatism will be valuable in allaying any adverse public setiment. Give me a cautious but thoughtful school-board.

The superintendent that has to teach and supervise, meets a difficulty at the outset. Suppose him to have three classes under his instruction in the high school. They recite at certain hours each day. In order to inspect the work done in other departments at a corresponding time, what shall he do with his own classes? Four courses suggest themselves, viz: 1st. Omit at times his own recitations. 2d. Appoint some one else, either a supply teacher or a pupil, to hear them. 3d. Frequently vary his own programme of recitation. 4th. Occasionally call for one of those classes which he has been unable to hear and examine it orally. when he visits a department.

Time does not permit me to enter into a discussion which would be at all satisfactory to any one upon the relative merits of these several plans. I must content myself with saying that, judging from the present degree of light I have received, I should confine myself to one, and that would be the last.

The objection which some have about leaving the school in charge of a lady, the first assistant, for a portion of each day never troubled me much. A high school which forever needs the presence of a man to keep it in at the elbows must be poorly governed; that kind of government is from without not from within. Again if one of the sterner sex creates a wholesome awe in the minds of unruly boys, the other departments simply gain what the high school loses; for such boys are certainly found in nearly every room; perhaps they are the most trying in the senior grammar, and the grammar departments, where the body has grown away from the mind and left it rattling around, as the author Holmes said.

And now, a brief glance at the principal's special work, as supervisor: He should by the various resources at his command, induce the parents of the children and other citizens to visit with him or otherwise; of course, he'll not have to labor any with his own school-board! An unvisited system of schools may be founded on the rock; but, at best, it is only sand-rock. Popular ignorance of the schools is certainly not the matter of devotion to the schools. The superintendent will have great difficulty to make many of the teachers under his charge understand this. When they realize its truth, they will not feel satisfied with saying to their pupils, "Children, tell your

parents to come and see us," knowing that a majority of the children don't want their parents to come at all.

He should inspect the premises, and particularly the out-buildings; and you may be sure he will have his patience sorely tried, and eventually will probably become a firm believer in human total depravity. Certainly, the out-houses of our public and *private* schools with their scarred and infamous interiors, point out to the thoughtful educator the necessity for eternal vigilance to prevent those youthful minds from becoming cages of unclean beasts. The superintendent can do and say much, which the lady in charge of the building could not, without incurring the criticism of immodesty.

He should examine the school records and see that they are kept uniform and according to directions; this will require persistence upon his part; a few general remarks won't secure neat, legible, intelligible, completed records.

He should inspect the text-books of the pupils, to ascertain whether they are preserved with proper care. Much of the marking usually done in them is from pure wantonness.

Some consists of memoranda which should be preserved in a blank book procured for that purpose. A great deal of excellent oral instruction is simply wasted, because no such provision has been requested.

He should see that the programmes of recitation and of study are carefully carried out. My opinion is he ought to arrange the programmes, making them uniform for corresponding rooms; at least he should *know* the precise programme for every department. Carelessness about this will probably induce one or more of the following mistakes in the ward schools: Reading and Spelling 5 times each in two weeks, Arithmetic in the afternoon, Grammar in the most remote corner of the afternoon, Singing by some musical teacher 30 minutes at a stretch, Writing spasmodically and intermittently or the whole of 5 minutes, the time used for taking out and putting away the needed materials.

He should give special attention to the system of government used by the teacher. What are its effects upon the scholars? What upon the instructor? What upon the parents? Perhaps there is as much sense as sentiment in the thought that the teacher governs as much by what she is as by what she does. At any rate, in the department of school-government, large latitudes must be allowed to the teacher in regard to means used. Some believe in self-reporting, others do not; some believe that corporal punishment is necessary and wholesome at times, others do not; some will resort to suspension as a means of discipline, others would rather resign than do so. The superintendent has a right to demand good results simply, and every lady teacher should secure such without compelling him to become a sort of public executioner of the children.

The superintendent should criticise the methods of instruction which he sees; not with the idea of making his teachers fac similes of himself, but to stimulate excellencies and to curb defects. Was that thought presented clearly? was it afterwards used as a magnet to attract other thoughts and cultivate original suggestion? did the teacher allow that poor little mind to beat its wings against the chill walls of the unknown promising it relief at the next recitation? were the senses appealed to by objects and drawings as they might have been? was the teacher noisy and frothy? was she quiet and dull? did the chief points receive sufficient attention? were the pupils trained to recite promptly and distinctly? did the indolent or stupid scholars receive their morsel in due season? Favorable mention of superiorities and cautious criticism of failings made privately will be kindly received. It is simply delightful for a superior teacher, who has passed over and left far in the dim distance the fool's hill of self-perfection, to have his work in the school-room inspected by some fellow veteran in the service. There are so many of our visitors who are charmed by a calisthenic drill, or a march by music, or some pretty picture or map

on the board, and yet are entirely oblivious to the development of that thought which now stands out as well-defined as some jutting rock in the landscape of a master artist, so perfect that you fancy you can see around and even behind it. The teacher watched the process with the keen eye and subdued attention of a photographist drawing a picture in his camera. Putty and paint hide many deformities.

The superintendent should test the work actually done by the pupils in the several rooms. After all, this is the safest criterion of the success or failure of a chain of schools. He can tell somewhat from occasional oral examinations, but must depend largely upon the monthly written examinations; to facilitate these, he should prepare a monthly limit table for the course of study adopted by the board, select the questions to be submitted to the pupils, arrange programme and rules for examination; he should see at least all the failed papers each month, and occasionally call for those which are above the standard for scholarship. Thus he will be enabled to superintend judiciously all promotions and degradations, and give valuable counsel to the teachers concerning the various pupils under their charge.

Lastly, he should breathe into the teachers' meetings the breath of life; this will require some lung power; but far more mind power. As the source of the fountain guages its height, so the superintendent's mental altitude guages the general level of these gatherings. The supervisor who is an intellectual lilliputian appears nowhere in the whole range of his duties so contemptible as here, surrounded by open mouths and outstretched hands and possessed of not a crumb of bread. On the contrary, the intellectual leader reaches the full zenith of his meridian glory in the midst of an attentive, earnest, progressive class of cordial teachers. I do not mean that the superintendent should do *all* the work at the meetings; but he must do much of it and guide it all; not in the spirit of a dictator, but of a fellow-teacher capable of mistakes and susceptible of improvement. In my opinion the topics in these meetings should include the following: A careful review of the work to be done by the several grades, with special attention to those points in any branch which will be of practical utility in subsequent life, methods of presenting these subjects with limits upon parallel oral instruction needed with the book, drill upon any general exercise in which the teachers are deficient, one branch for higher culture, present difficulties and their remedies, written reports from the teachers concerning their departments which they shall not consider women-slayers on account of the 101 trifling things required, and general business.

Fellow-laborers, I have hastily penned these views in the midst of many pressing duties, having no faith in their infallibility; but with the hope of provoking honest criticism; for, if any department of the school-work of Wisconsin has reached perfection, I am convinced it is not supervision, whether of city, county, or state.

OFFICIAL DEPARTMENT.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

RIGHTS AND POWERS OF DISTRICTS.

Q. Our district having been attached to a neighboring district, the board of that district took possession of the school house and other property which belonged to the former district; had it a right to do so?

A. It had not; the town board is to take possession of the property, and dispose of it, under section 16.

Q. If the town board consolidates two districts is the consolidated district entitled to the property of the old ones?

A. The law does not know any such process as "consolidating" two districts, except as one district may be attached to another. When this is done, they may be said to be consolidated. In this case the property of the district extinguished by being attached to the other is to be disposed of as provided in the latter part of

section 16. See also latter part of comment on section 16.

Q. Can a town board legally attach one district to another, if the district to be thus extinguished has voted unanimously against it?

A. The vote of the district makes no difference as to the legality of the proceeding; it should have some weight in considering the reasons for and against the measure.

Q. Our district, by some mistake, failed to receive its share of school money; how can we get it?

A. If the whole amount due the town was received and distributed, the excess paid to each district treasurer should be paid back; if this is not done, an equal amount should be withheld in the next distribution. The money thus restored or retained should then go where it belongs.

Q. The town board formed a new district, after a tax had been assessed on the district from which the new one was taken, and the new district claims the tax accruing on its part of the territory. Is it entitled to it?

A. The tax due or collected is a part of the "property" belonging to the old district when the new was formed. The new district has no claim except that arising under sections 12, 13 and 14, and this claim includes a proportionate share of the tax; but all that is due the new district is to be raised and paid over as provided in section 14.

Q. Our district voted, at annual meeting, that the school-house might be used for religious meetings, but prosecution is threatened, if this is continued. Would an action lie, if commenced?

A. The vote of the district is of no legal effect in the matter. According to the decision of the Supreme court, an action would lie, if any of the tax payers object to the use of the house for other than school purposes. At the same time, by courtesy, such use as is mentioned is generally allowed, without objection. (See comments on section 48.)

Q. Can a district sell its school-house for a church?

A. A district can authorize and direct the sale of a school-house only when it is no longer needed for school purposes; as for instance, when a new one has been built and the old one abandoned. It cannot be sold for the reason that the district neglects to maintain a school.

Q. Our district changed its school-house site from a low wet place to a good dry one; a special meeting was called, and through unfair means, the vote was rescinded; what can be done now?

A. Call another special meeting and reconsider and rescind the action of the previous one. If it turns out that a majority are determined on having what the minority consider an *improper* site, an appeal can be taken.

POWERS OF THE DISTRICT BOARD.

Q. Can a district board allow a teacher to close school frequently and be absent to attend to other matters?

A. The board has no such specific power, under the school law, and those entitled to the privileges of the school would have just cause of complaint if the board took such a course.

Q. Can the board allow the teacher to open the school house for an evening school, for those who cannot attend in the day time?

A. It may be held that the board can arrange for such a school as a public school, if necessary, but not as a private school.

Q. Could foreign pupils be admitted to such a school?

A. Their admission to an evening session of the public school would come under the same regulations as their admission to the day sessions. (Sec. 19, sub-section eleventh.)

Q. The board arranged a course of study which requires two classes to take grammar; two boys refuse to study it; can they be compelled to?

A. Of course pupils must conform to the rules of the school, or be excluded, if incorrigible. A particular pupil may be excused, for sufficient reason, from a particular study; for instance, because in rather feeble health.

Q. If the teacher in a public school gives instruction in a foreign language, without authority, who is to interfere?

A. It is the province of the board to regulate such matters, but any tax-payer or parent in the district may make complaint.

Q. I find that many persons in this quarter do not agree in your opinion as to the power of a board to discharge a teacher, as expressed on page 85 of the Jannary number, 2d column; they say the only way for a teacher to be dismissed is for the superintendent to annul her license. How is this?

A. The reasons for the opinion given have been presented more than once in this department of the JOURNAL. Perhaps more weight will be attached to the decision of the same question by the State Superintendent of New York:

"A contract with a teacher, without expressed conditions, is to be interpreted by the conditions implied in the very nature of the contract, and the purposes for which it is entered into. Every such contract implies distinctly that the teacher employed possesses the essentials for moral character, learning, ability and will. The license which he holds from the proper officer is *prima facie* evidence, only, that the applicant possesses these requisites, but it is not conclusive; the presumption raised by it may be rebutted by direct evidence, tending to show that the holder of such license lacks any or all of these qualifications. The question now raised is upon the proceedings to be had, in order legally to effect a dissolution of a contract made with a teacher found or believed to be destitute of any of the essential qualifications for his position. The manner of proceeding upon an application to the proper authority for an annulment of the license held by the teacher is set forth with sufficient clearness in another part of the Code of Public Instruction. The annulment of the license dissolves all contracts entered into by virtue of its sanction. But can the fulfillment of a contract be avoided only in this way? Until the license is revoked, are the trustees bound to retain a teacher obnoxious to the district through immorality, ignorance, or inefficiency? The affirmative of this is a too popular fallacy. The admission of it would be a subversion of the principles already enunciated as pertaining to the essential nature of the contract. It cannot be supposed that in case a charge of gross immorality, specifically urged, carrying with it a strong presumption of its truth, were brought against a teacher, the trustees must wait for the tedious delay of a formal hearing in the case before a commissioner, and abide the event, which may be determined through inefficiency of evidence, while the moral conviction of the truth of the charges preferred is still strong and abiding. The presence among pupils of a teacher against whom such suspicions rest must of itself, from the suggestions to which it would give rise, promote conditions of mind opposed to the development of virtue and purity of heart. This consideration alone would justify the trustees in a summary dismissal of the teacher. This, to be sure, is an extreme case, but it is sufficient to illustrate and to establish the principle advanced, that the trustees may be justified in the discharge of a teacher before the close of the term specified in his contract. In determining what constitutes such justification, it is difficult, not to say impossible, to establish uniform rules. The decision as to the propriety of the act, and the power to perform it, rests with the trustees. For an abuse of their discretion, or an unwarrantable exercise of their authority, they are, of course, responsible. On the complaint of the party sustaining what he considers a grievance or wrong, the issue becomes one of fact, and it devolves upon the trustees to show by evidence that the teacher lacked the character, the ability, or the will, essential to a proper discharge of his duties, and that he failed thus to fulfill the obviously implied conditions of his contract. The mere fact of dissatisfaction on their part, or that of the inhabitants, is not sufficient to justify the discharge of a teacher employed for a definite period."

TAXES—LOANS.

Q. Does the law require the school money levied by tax of the county to be apportioned on the scholar, or on the assessed valuation of property?

A. On the scholar. (See section 58.)

Q. In October A moved from district No. 4 to 6, taking his personal property with him; where is he to pay his district tax on said property?

A. In No. 4, if the tax was voted before he left the district.

Q. If a district borrows money, and a portion of its territory is afterwards set into another district, is that territory still holden for the loan?

A. It is not, unless special legislation

so provides, as in the case of loans from the trust funds of the state.

MISCELLANEOUS.

Q. I am guardian of two of my sister's children who are living with me, their father being dead; have they a right to attend school in my district, or in the one where their mother lives?

A. If the home or residence of the children is with you they should be allowed to attend school in your district; if they are to go back to their mother, their residence is there.

Q. I am town clerk. The boundaries of this town and the next have been changed, to take effect April 1. By the change, the school-house of joint district No. 1 is placed in the other town. The office of district treasurer has for some time been vacant. Who appoints to fill vacancy, I or the other town clerk?

A. The power of appointment continues with you until April 1, but the other town clerk is to endorse. (See section 50.)

Q. Is the dictionary supplied to a school for the use of the teacher or pupils?

A. For both, of course; but it should not carried about carelessly, from desk to desk, as the cover soon becomes loose. A good plan is to have a little desk on purpose to hold it, to which pupils can resort, under suitable restrictions. Mr. I. N. STEWART, superintendent of Waukesha county, recommends a movable holder, and has a plan for one.

Q. Is there a law forbidding algebra to be taught in the public schools?

A. There is not. Certain branches must be taught (Sec. 58), "and such others as may be determined upon by the district board." It is unwise to take up much time with the higher branches. Ordinarily the lower branches are not well learned. The board should not allow the teacher to introduce algebra or any other unusual branch, unless there is both time and occasion for it. This refers especially to the common mixed schools.

EDITORIAL MISCELLANY.

THE QUESTION OF TEXT-BOOKS.

One of the difficult educational problems of the day is the text-book question. The people are asking relief from what they consider an unnecessary burden of taxation for the school books used by their children. The belief is quite general (1) that text-books are unnecessarily costly; and (2) that changes in books are unnecessarily frequent. A popular desire for reform in this direction found an expression in the platform of the party whose successful candidates are now managing the public interests of the State.

Not only in our own, but also in other States, has the text-book question provoked feeling and discussion. It is one of the more important, as well as one of the more difficult questions connected with our educational interests. There are so many competing series, of different publishers, on a given subject; there are often so many books in a series, on one subject; the range of subjects taught in the schools is now so wide; and, finally, changes in text-books are so frequent, from the personal preferences of successive teachers, or the persuasive appeals of publishers' agents, that it is no wonder *paterfamilias* dreads the opening of a school term as much as (although for a different reason) do the youngsters.

The teacher also often finds, from the variety of books among his pupils, a difficulty in classifying the school, and a consequent waste of time and energy. These are serious evils, for which there should be found some remedy.

The following possible solutions of this question have been presented, and have their respective advocates:

(1.) State uniformity in text-books, secured by the appointment of a commission, whose duty it shall be to select the books,—the books so selected to be furnished by agreement with the publishers at the lowest possible wholesale rate, and their use made obligatory for a series of years.

(2.) County or town uniformity, se-

cured by the appointment of a county or town commission, whose duty it shall be to select the books, which when so selected shall be purchased and used as above. Under either this or the preceding plan the books may be ordered in needed quantities by the towns or districts, direct from the publishers.

(3.) State uniformity, with the text-books selected and purchased by the State, and furnished to the schools, through the county, town or district organizations, at cost, as Webster's Dictionary is now furnished.

(4.) County or town uniformity, with text-books purchased by the county or town, and furnished to pupils in the several districts free of cost, or for a small rent fee per term,—as books are now furnished to pupils in the Normal Schools.

(5.) State uniformity, with text-books prepared expressly for the State by contract with authors, and to be published by the State and furnished to schools at cost, or free, as school copies of the Constitution are now furnished.

(6.) The present chaotic system.

Which of these plans is the worst would perhaps not be difficult for intelligent men to decide; but which would in practice work most satisfactorily is not so easy to determine. The first has been tried in Minnesota, with general results which we have as yet failed to ascertain with much certainty. The fourth is a plan which good authority says is now working satisfactorily in Maine.

The people of the State may rest assured that the Educational Department of the administration is thoroughly alive to any genuine reform which it may be possible to inaugurate in this direction, and will leave no means untried to determine the exact conditions of this problem. To ascertain these it conceives to be its first duty in the premises. That these conditions are not so few or so easily apprehended as some shallow reformers may think, he best knows who is best acquainted with the methods and cost of making and selling books, with the power and influence of publishers, with the difficulty of bringing into harmony of view and action on such a question all classes and sections, with the working of plans in other States, etc., etc.

Nevertheless, it is our belief that a practical and generally satisfactory solution of the question is attainable, and it may be expected that the first Annual Report of the present Superintendent will contain the conclusions reached through a careful study of the subject in this and other States.

ACADEMIES AND THAT SORT OF THING.

A sense of obligation and of justice impels us to a brief comment upon some paragraphs of President Arey's paper published in this number of the JOURNAL. The paper, as a whole, is full of truth, boldly and clearly expressed, and will be read with interest as well by those who heard it in the association, as by those who become acquainted with it for the first time in these pages.

(1.) The author says, in reference to select or boarding schools, they "generally find their ends accomplished when the instructors of them have secured a competence, or have learned from biting experience that there is no money in them. He further says, "my experience has failed to convince me that they have other ends than those terminating in self."

One of the best schools we ever attended was a select boarding school, owned and managed by a man who was in every sense an honor to the teacher's profession. The school supplied a want felt by the community, was largely attended, was well equipped with teachers and apparatus, and did a noble work. In our subsequent experience in teaching we are inclined to think our best, most thorough, most conscientious and thoroughly successful work was done years ago in a select school in a little country village,—a school which we confess we should never have opened if we had not in view certain "ends terminating in self," *i. e.*, we wanted a few hundred dollars to enable us to finish our college course. We afterwards taught in a public school, and the truth compels us to say we would not

have done that, if there had not been the same selfish "ends"—desired by us and shamefully acquiesced in by the sinful Board. On our honor (which after this confession may be held cheap), we do not think we had any higher motives in the latter work than in the former. We liked the work each time, and think we performed it satisfactorily, but we feel tolerably sure we would not have done it if the "ends" we sought had not been mainly selfish.

We suppose it is chiefly the teacher that makes the school. Now is teaching any more selfish in its ends in a select school, academy or college, than in a district, graded, or normal school? Can there not be, and is there not likely to be, as much unselfishness, devotion to duty, thoroughly conscientious labor, in private schools as in public? So far as our own observation, experience, and reason go, there is really more of these virtues in the former. The best work is often there. The highest culture is often there. Those who teach as if professionally, permanently, are more likely to be found in private schools. This is a fact scarcely any one will question. The army of evanescent and hence poor teachers, is to be found rather in the public schools.

(2.) Another statement is, "the academy had its origin in the interests of the rich. The poor have hardly found a foothold within its walls." Both these statements we believe to be almost wholly unjust and untrue. Who that recalls the efforts and sacrifices of the early inhabitants of New England to found schools for higher instruction, does not know them to be unjust? Who that knows aught of the best New England and New York Academies does not know that thousands of poor men's sons, and daughters too, have found there, and there only, the culture their souls thirsted for,—have found there scholarships and prizes to help them in the struggle,—have found there, in case of real need, tuition as free as the generous hearts and minds of noble founders and managers could make it? The fact that tuition in those academies has not been free to all, has never driven from their doors a single student worthy the title. Even if he must pay the fee, as pride generally prompts, its amount is comparatively trifling. It is not the cost of tuition that ever keeps away poor but ambitious youths. It is the far greater cost of attendance in other respects—in board, and clothing, and cessation from productive labor. These are what have made, and probably always will make higher education expensive,—unless indeed we can furnish it almost at every man's door. Are these things without cost in the higher schools of our boasted "free" system? Does it actually cost nothing for a non-resident to attend the Whitewater Normal, or the State University? Are these really *free* schools in any wide sense, except to those living in the immediate vicinity?

New England Academies—whether on New England soil or elsewhere—have done a noble work, and are still doing it. Rich and poor alike, have there shared common advantages. Sons of poor men as well as rich, now in places of honor and trust all over our broad land, look back to earlier days passed in eastern academies, and call those institutions blessed.

(3.) But it is asserted that academies have declined—that they have outlived their usefulness. This statement is not true without large qualification. In the eastern states, where the academic system has had its fullest development, some academies, it is true, have lost their former prestige, some have been changed into free high schools with academic departments, and some have quite ceased to exist. Many, however, are still in a prosperous condition, and not a few are now offering better advantages and enjoying greater prosperity than ever before. If a once flourishing academy has declined, it may be regarded as certain that its misfortune has been due (aside from accidents of bad management, to which these schools have ever occasionally been subject) to the establishment in its vicinity of stronger public or private schools *which offer equal or superior academic facilities.*

The academy still exists, but *in another form*, with subordinate additions. Aggregated around it and beneath it are found the various departments of a more primary culture. In some instances this change has occurred on the site of the academy; in others there has been a change of location. In general it may truthfully be said that the change has not been a *decline* of private academic instruction, but a great progress towards it of public school instruction. If at first sight the academies appear lower, a closer observation will show simply that public schools have risen higher. At this we heartily rejoice. Over any decline in advantages for secondary or academic instruction, and over any decline in public appreciation of such instruction, we should sincerely mourn. But there is no such decline.

Any further change in the direction here indicated—further incorporation of a separate academic system into the public system—we favor, provided always the change does not lower the character of secondary instruction. Any further change that may create and foster such, as supplementing primary instruction, we heartily favor.

To those who think less than we do of this "absent link" of our system—secondary or academic instruction—we earnestly commend the chapter on this subject in U. S. Commissioner Eaton's Report for 1872. There is here room for only a single sentence:

"I must confess my surprise that so many are either hesitating in supporting this grade of instruction in our public systems of education, or opposing it outright. Apparently they know little of what is done by it, and reflect less upon what it ought to do."

The fact is too often unnoticed that ample provision for secondary tends to stimulate and improve primary instruction. The mere presence of a flourishing academy or high school, benefits the primary schools of the vicinity in two ways: (1) It excites among the more intelligent and advanced pupils of the primary schools an ambition for the higher culture it affords; and (2) it provides for the primary schools better qualified teachers. In proof of the latter statement, and as also tending to support other preceding statements, we subjoin an extract from the message of Governor Dix, delivered a few weeks ago to the New York Legislature:

"In the academies a system of examinations instituted by the Regents several years since, greatly reduced the number of scholars on which the distribution of the public moneys appropriated to these institutions is made. The reports of the last year show an increase in the number of such scholars of nearly 20 per cent. over the previous year—an increase most gratifying, because it exhibits the salutary influence of higher requirements in scholarship. The Regents are confident that this influence will continue to strengthen and extend, making itself very sensibly felt in the common schools as well as in the academies. The increased appropriations lately made to these institutions are greatly stimulating the work of both teachers and scholars in all departments of instruction. They are specially felt in the classes for the preparation of teachers of the common schools, there being an increase of at least 30 per cent. in the number of such teachers now under training, as compared with former years.

This result is regarded by the Regents as the most encouraging; for with all that is done in the normal schools, the academies must continue to a great extent to furnish the teachers for the common schools, especially in the rural districts. Whatever is done to elevate and improve the institutions, in which these teachers are trained, will tend directly and positively to advance the schools in which they teach. The range of subjects taught in the academies is wide, and in the character of the instruction and the apparatus provided for the illustration of science, many of these institutions are fully equal to the colleges of a few years ago. The number of academies and academical departments of union schools under the visitation of the Regents is 210.

THE "Wisconsin Academy of Sciences, Arts and Letters," is holding its annual meeting in the capitol as we go to press. The President, Dr. J. W. Hoyt, has returned from Europe, and is in the chair. His speech at Vienna, alluded to last month, will be found in this issue.

No School and State, as well as no Church and State.

LETTER OF GERRIT SMITH TO CHARLES STEBBINS.

Here is a letter we like. Bold, earnest, forcible, calm, original, it strikes squarely and strongly at the very roots of our free school system. We like it for its spirit, not for its conclusions. We like it, while we almost everywhere disagree with it. We like it, because it agreeably provokes and stirs us up. We like it, finally, because it comes from one of the best and bravest, if not one of the wisest of men. However we may disagree with Gerrit Smith, we shall always hold him one of Nature's noblemen.

For a quarter of a century he has consistently opposed the free school system, has held that "the meddling of the State with the school is an impertinence little less than its meddling with the church." He thinks that "if the State will only stand aside, voluntary offerings will flow in and far more than equal what is raised by taxation." He thinks that "nothing serves so much to maintain a manly and independent spirit in the people—nothing, indeed, is so essential to their national life—as the keeping of government within its normal and narrow limits. A people who hang helplessly on government, and, instead of doing their own work, look to government to do it for them, make a usurper of their government and children of themselves."

He thinks that the signs of the approaching end of this evil of State education are multiplying, and considers that among them is the rising up of the great body of the Roman Catholics against the system. He sees another indication of the approaching downfall of the State school, in its proposing compromises. "Any institution may be regarded as near its end when, to prolong its life, it falls to compromising. One of these proposed compromises is to forego prayer in the school. Another is to forbid all religious teaching in it, and especially to exclude the Bible from it." "Scarcely less unwise is it to exclude religion from the desk of the schoolmaster than from the pulpit of the pastor."

He then speaks of the growing favor with which the proposition for compulsory education is regarded, and says, "however well such compulsion may harmonize with despotic government, it is quite out of place in a republic. It may suit the genius of a people who are owned by their ruler; but it is entirely unsuited to a people each one of whom owns both himself and his children."

There is in this letter much to provoke reflection, and we do not hesitate to advise any thoroughly wide-awake teacher or friend of education who loves the principle of fair play, to send a stamp to the author (at Peterboro, N. Y.) for a copy, and to read it for himself. It is good for a man to have the ground-work of his faith in things occasionally attacked. It makes him a more thoughtful and wiser man. It gives him greater liberality and breadth of view.

Besides, opposition and discussion cannot hurt the truth. Our own faith, for instance, in the free school system, is only strengthened by a thoughtful reading of this letter. Notwithstanding the omens of speedy downfall seen by Mr. Smith, we are quite firmly persuaded that the present free school system will last several years. If these are blows from one of its most skillful and experienced enemies, we calmly proceed to devise means, not for defending the existence of the system, but for making it a still more successful and glorious promoter of the happiness and liberties of the people than it now is.

WHICH POLICY?—The following communication may induce some one who has carefully examined the subject and who has had experience, to write something in reply. We think it is a good deal a question of circumstances:

NORTHFIELD, Minn., Jan. 20, '74.

Supt. Pub. Instruction, Madison, Wis.:

DEAR SIR—May I trouble you for your opinion in regard to a matter of some interest in an educational point, and which is at the present time agitating our quiet, in this village. We are in need of more and better school-rooms, having decidedly outgrown our old accommodations, and public sentiment is somewhat

divided whether it is best to build a good central school-house where a school of a high grade may be taught, with accommodations for primary schools in convenient localities in the village, or two or three, on the old plan without regard to any higher grades. I am an old teacher, and am frank to say that I favor the central building, but I wish to get the opinion of prominent educators on the subject. Will you be kind enough to give me your views at as early a day as convenient. Truly yours,

W. H. MITCHELL.

WINNEBAGO COUNTY.—The schools in the county are doing good work this winter. A change of teachers has been made in four districts, where the schools were in a poor condition and satisfaction is now being given. We are holding teachers' associations once in three weeks which are fully attended by teachers and friends of education.

H. A. HOBART, *Co. Supt.*

We see by a circular that the Teachers' Association for the county was to be held February 7, at Eureka. Winnebago is one of the counties where associations has been kept up with spirit and good results.

SAUK COUNTY is another. The N. W. Association met at the "Wheelersburg School House," January 10, with an attendance of about fifty. Messrs. Earthman, Grant, Crouch and Cortelyou, and Misses Kenworthy and Little, with others, took part in the exercises. The secretary, Mr. Cortelyou, remarks: "Although the men, in this as in our other meetings, did the most of the talking, the ladies, it was admitted by all, advanced the best, and most practical ideas." The next meeting was to be held at the "Allen School House," Washington, February 7.

A PLEASANT personal letter just received from Prof. C. H. Allen, President of the State Normal School, San Jose, Cal., conveys the promise of two or three articles for the JOURNAL from his pen during the current year. From inclosed circulars we learn that an Institute Term, held in connection with the Normal School from Jan. 6th to 23d, had just closed. This and other indications of the letter and circulars lead to the conclusion that Prof. Allen is perhaps the busiest man in the Golden State.

CARROLL COLLEGE is fuller than at any time before. There are 93 students in actual attendance, besides a small primary class. The new boarding department is in operation and promises well for the institution.

WE clip from a recent copy of the New York *Tribune* the following paragraphs in reference to corporal punishment in schools. They meet our approbation. This punishment should be very rarely resorted to, but to absolutely prohibit it removes the final and at times most salutary means of reforming an otherwise incorrigible young reprobate:

The Committee on Rules of the Washington Board of School Trustees report that it is not prepared to hazard the expression of an opinion that corporal punishment is not sometimes necessary, and that its proper administration may not result in the best interests of the pupil so punished and of the schools. That this mode of punishment is much too often resorted to by young and inexperienced teachers, it does not gainsay, but that it should be absolutely and entirely prohibited it cannot admit.

The Schenectady *Star* says in regard to corporal punishment that "We believe that it will not do, under our system of public schools, to deprive the teacher of the right to punish boys who can in no other way be made to obey the rules of the school. We do not believe that suspension from school is a sufficient remedy, it is too often just what a bad boy likes, and we do not believe school authorities have a right to expel permanently until all other remedies have been tried, and one of these remedies should be corporal punishment."

IN spite of the success of the experiment of excluding corporal punishment in the Chicago schools, the Board of Education of that city recently decided not to abolish it formally and legally. The chief argument seemed to be that, corporal punishment being forbidden, suspension was the only resort, and this, becoming too general, was disastrous. The rule prohibiting whipping was lost by two votes.

THE sketch of the President-elect of the University, Dr. Bascom, by one of his pupils, will be read with interest, and the article is so well written that we hope to hear from the writer again.

WISHING to say something of the great departed naturalist, Agassiz, we found something better from the pen of a pupil, on Penikese, ready to our hand.

ONE of the most sensible and commendable movements in college circles that has been inaugurated for many a year is that of intercollegiate literary contests. The *Tribune* has this note of it:

The movement started by Princeton and Williams Colleges to organize a literary and oratorical contest, to take place at Saratoga at the same time as the boat-race, is advancing rapidly. A convention of various colleges is to be called in New York at an early day, and the indications are that there will be representations from a number of colleges interested in the matter. Presidents McCosh of Princeton, Stearns of Amherst, and Chadbourne of Williams, Chancellor Howard Crosby, and James T. Fields are among those who have heartily expressed their interest in the plan, which has the merit of novelty to recommend it if no other.

A CORRECTION.—Mr. Emery, the Secretary, calls our attention to some errors in our report of last month, of the proceedings of the late meeting of teachers. Mr. Shaw's paper was on "Supervision," and not on "Compulsory Education," and it should have been mentioned that President Albee presented a paper on the same subject. There seems to have been an omission of some of the copy furnished by the secretary.

WE give Mr. Shaw's paper on Supervision this month, and hope to give President Albee's next; also, Prof. Carpenter's paper on the Relations of our Public Educational Institutions.

WE give a second portion of Dr. Hobbins' important paper. The Doctor has been a close student and observer; and was, we believe, a member of the Royal College of Physicians and Surgeons in London.

BOOK NOTICES, ETC.

AN ANALYSIS OF THE ENGLISH LANGUAGE: By SAMUEL S. GREENE, LL. D., author of "English Grammar," etc. Philadelphia: Cowperthwait & Co., 1874.

The key-note of the author's idea of grammatical analysis is given, when he says that it is "something more than a discrimination of verbal forms," that is, if properly conceived and taught; if language is subordinated to thought. With the improvements made in this last revised edition, the work, already a favorite with many intelligent teachers, will have wider acceptance and usefulness. The sixth chapter presents an interesting view of "higher analysis," the last section treating of the formation and analysis of the paragraph, and embracing a simple and ingenious system of symbols. On the whole, the work is the best text-book on the subject we have.

INTERNATIONAL REVIEW—Jan., 1874, (Vol. I, No. 1.)—This new star in the literary universe is fairly above the horizon. It would not be fair to expect it to shine at once with meridian splendor, but it meets all reasonable expectations. Of course one does not expect in a solid Review such reading as he finds in the *Galaxy* or *Atlantic*. If he does, he had better lay it down uncut. As a people, we are impatient of solid writing or thinking. The more shame for us. The *North American Review*, with all its weight and strength, has never reached more than a very limited circulation. The INTERNATIONAL will be more cosmopolitan, but it will not have the patronage it needs and deserves, unless those who affect to be true scholars make it a point to give it patronage and help. If we are not accustomed to such substantial literary diet, it is time we were.

The six articles in the initial issue of the INTERNATIONAL are all meritorious. The first, "Our Late Panic," (by the editor we presume), is certainly not dry. Some will think its style too florid. At all events it is pointed, pungent, and timely. It goes straight to the core of our national ulcer of corruption.—"Fires in American Cities," by Dr. A. P. PEABODY,

discusses very ably a source of material destruction almost as fearful in its way as that moral plague which saps our national honesty, and it touches to the quick the sore spot of fire insurance.—"Deep-Sea Exploration," by Dr. W. B. CARPENTER, will rivet the attention of all but surface readers. The records of the ocean are yielding to the persistent search of science.—"Universal Education," by RAY PALMER, is a thoughtful and scholarly article. It contains not much indeed that is new, but it takes a broad and wise survey of the subject, and does full justice to the possibilities and needs involved in it. We are particularly pleased with the emphasis given to the need of beginning the work properly in the family, and with the clear recognition of the fact that all will be abortive unless the education given to each generation "secures a liberal, moral and religious culture to all classes." We have marked several paragraphs full of golden words.—The fifth article, on the "Prussian Church Law," discusses one of the most vital questions of the day—the relations of church and state; a subject which we of course cannot readily see from a European stand point, but one that we shall have to meet in the future. The writer FRANZ von HOLTZENDORF, Professor of International and Criminal Law, Munich, brings to the subject not only German learning and patience, but rare candor and insight. Guided by wise but firm counsels, Europe may safely and at no distant period, pass through an ecclesiastical and religious revolution more extensive and salutary than that of the 15th century.—When we mention that the last article, on "International Arbitration," is by Dr. THEO. D. WOOLSEY, we give assurance to the reader that it could have had no more able exponent.

The dearest interests of humanity are peculiarly involved in the subjects treated in these last three articles. With universal education, for hand, head and heart; with religion swaying men as it should do, and no longer a field of antagonisms, and with the incoming of that condition of the world which must follow the reign of universal education and pure religion—the condition in which "the nations shall learn war no more," a golden age will have come. GOD speed the day!

We cannot dwell upon the "Book Notices;" but when we say that they embrace "Masson's Milton," "Memoir and Letters of Sarah Coleridge," by her daughter; the "Liberal Education of Woman," by Prof. Orton, of Vassar; "Mind and Body," by Prof. Bain; the Poems and the Lives of the Carey Sisters and the Addresses, etc., before the "Evangelical Alliance," we shall have indicated that their scope is of varied and generally of abiding interest, and will only add, that the editor brings experience, point, fairness, insight and a felicitous style to this part of his work. P.

LITTELL'S LIVING AGE for Feb. 7, gives a fair sample of the weekly bill of fare: "Mendelsson," by Ferdinand Hiller; "Far From the Madding Crowd," part I; "Sir Edward Landseer," by Miss Thackeray; "The Parisians" (concluded), by Bulwer; "House Martins as Builders;" "Universal Suffrage;" "France and Italy;" for Poetry, "Requiem of the Rhinoceros;" "The Swallows;" "A Madagascar Song," translated by Sir John Bowring; and Miscellany. In no way can so much solid, good reading, of healthful tone and variety, be obtained for the same money.

Forwarded, *free of postage*, for $8.00. An extra copy for a club of five. Address Littell and Gay, Boston.

THE ATLANTIC, for February, continues "Prudence Palfrey," and "Baddeck and that Sort of Thing," both racy and readable. "Mose Evans," by W. M. Baker, is in a happy vein. "Recollections of Aggasiz," by Theo. Lyman, is full of interest. The poetry is passable, and the literary notices are as usual among the best things in the magazine. It is a good number, $4.00 a year. Address H. O. Houghton, Riverside Press, Cambridge, Mass.

EVERY SATURDAY is becoming more attractive than ever. A new series and

new volume commenced with the year, and in the number for January 31, began the novel which has excited so much attention, "Far From the Madding Crowd," thought by the *Spectator* to be the work of George Eliot, but now known to be by the rising young author, Thomas Hardy. In the number for February 7 was begun a new Editorial Department, which will now be a regular feature, and contain a brief essay and current notes on literary, scientific, and social topics. This feature is exceedingly well sustained. Feb. 14 will be begun a charming serial by the celebrated Erckmann-Chatrian, entitled "The College Life of Maitre Nablot."

Address H. O. Houghton, Riverside Press, Cambridge, Mass.

ST. NICHOLAS' MAGAZINE, for Girls and Boys, evidently takes the lead in its department of literary effort. For beauty of illustrations and attractiveness of contents, it cannot well be excelled, and its tone is healthful and unexceptionable. Price $3.00 a year. The February number is the fourth issued. Address Scribner & Co., New York City. With the Atlantic, $6.00; with the Atlantic and Every Saturday, $10.00.

SCRIBNER'S MONTHLY, for January and February, are before us, and present, in contents and illustrations, a marvel of attractions; such as to make the Monthly par-excellence the popular magazine of the day. Fortunately the great army of the readers of magazine literature furnishes enough to take all, and in the multitude of the magazines, there is some one to meet every taste. Scribner's is a favorite, and justly with a large division of the great army. Address Scribner & Co., New York City. Terms $4.00 a year. Volume commenced with November. Sent with St. Nicholas for $7.00.

APPLETON'S JOURNAL continues to fill notably well its place in the literary world, and that place is to meet the wants of the most cultivated readers. It is also very comprehensive in its scope, embracing art, music and the drama, as well as general literature, together with notes of science and all matters in short, of general interest. Terms $4.00 a year; or put up, if preferred, in monthly parts, and sent for $4.50. D. Appleton & Co., publishers, New York City.

LIPPINCOTT'S MAGAZINE.—The February number, the second of the new volume, is replete with interesting, and attractive articles. George MacDonald's long-promised serial story, *Malcom*, now really begins. It is brimful of fine Scotch humor. Its characters are skillfully and clearly drawn. It is altogether a most stirring and captivating story, one of the author's *very best*. The continuation of "The New Hyperion" maintains the interest already created,—an interest which is constantly surprised and intensified by the singularly original and suggestive illustrations of Dore. "Josephine and Malmaison," illustrated, is an interesting sketch of Napoleon's life at Malmaison and of his relations with Josephine, by Marie Howland. "A Western Seeress," by Will Wallace Harney, is a graphic and curious piece, descriptive of adventures illustrative of the faculty of second sight. Other articles are also eminently readable, and "Our Monthly Gossip" is as usual attractive to all readers of refined taste. Yearly subscription, $4.00. Single number, 35 cents. Liberal clubbing rates. Specimen number, with premium list, mailed on receipt of 20 cents. Address J. B. Lippincott & Co., 715 and 717 Market street, Philadelphia.

SCHOOL SUPPLIES.—The advertisement of Mr. Rolfe, alluded to last month, did not appear as stated. We are pleased to learn from him, that for a limited time at least, he will make very liberal terms in supplying Reference Books, Maps and Globes, in connection with CHAPMAN'S MAP OF WISCONSIN. He will promptly answer inquiries and fill orders.

A MARVELOUS COMBINATION of economy, taste, beauty, sentiment and artistic merit! A year's subscription for Demorest's Monthly Magazine, and the large and beautiful oil Chromo, "The Old Oaken Bucket," presented as a premium. See the announcement in another place.

APPLETON'S
AMERICAN CYCLOPÆDIA,
NEW REVISED EDITION.

Entirely rewritten by the ablest writers on every subject. Printed from new type, and illustrated with Several Thousand Engravings and Maps.

The work originally published under the title of THE NEW AMERICVN CYCLOPÆDIA was completed in 1863, since which time the wide circulation which it has attained in all parts of the United States, and the signal developments which have taken place in every branch of science, literature, and art, have induced the editors and publishers to submit it to an exact and thorough revision, and to issue a new edition entitled THE AMERICAN CYCLOPÆDIA.

Within the last ten years the progress of discovery in every department of knowledge has made a new work of reference an imperative want.

The movement of political affairs has kept pace with the discoveries of science, and their fruitful application to the industrial and useful arts and the convenience and refinement of social life. Great wars and consequent revolutions have occurred, involving national changes of peculiar moment. The civil war of our own country, which was at its height when the last volume of the old work appeared, has happily ended, and a new course of commercial and industrial activity has been commenced.

Large accessions to our geographical knowledge have been made by the indefatigable explorers of Africa.

The great polictial revolutions of the last decade, with the natural result of the lapse of time, have brought into public view a multitude of new men, whose names are in every one's mouth, and of whose lives every one is curious to know the particulars. Great battles have been fought and important sieges maintained, of which the details are as yet preserved only in the newspapers or in the transient publications of the day, but which onght now to take their place in permanent and authentic history.

In preparing the present edition for the press, it has accordingly been the aim of the editors to bring down the information to the latest possible dates, and to furnish an accurate account of the most recent discoveries in science, of every fresh production in literature, and of the newest inventions in the practical arts, as well as to give a succinct and original record of the progress of political and historical events.

The work has been begun after long and careful preliminary labor, and with the most ample resources for carrying it on to a successful termination.

None of the original stereotyped plates have been used, but everv page has been printed on new type, forming in fact a new Cyclopædia, with the same plan and compass as its predecessor, but with a far greater pecuniary expenditure, and with such improvements in its composition as have been suggested by longer experience and enlarged knowledge.

The illustrations which are introduced for the first time in the present edition have been added not for pictorial effect, but to give greater lucidity and force to the explanations in the text. They embrace all branches of science and of natural history, and depict the most famous and remarkable features of scenery, architecture, and art, as well as the various processes of mechanics and manufactures. Although intended for instruction rather than embellishment, no pains have been spared to insure their artistic excellence; the cost of their execution is enormous, and it is believed they will find a welcome reception as an admirable feature of the Cyclopædia, and worthy of its high character.

This work is sold to subscribers only, payable on delivery of each volume. It will be completed in sixteen large octavo volumes, each containing about 800 pages, fully illustrated with several thousand Wood Engravings, and with numerous colored Lithographic Maps.

PRICE AND STYLE OF BINDING.

In extra Cloth, per vol.,	$5.00	*In Half Russia, extra gill, per vol.,*	$8.00
In Library Leather, per vol.,	6.00	*In Full Morocco, antique, gilt edges, per vol.,*	10.00
In Half Turkey Morocco, per vol.,	7.00	*In Full Russia, per vol.,*	10.00

Four volumes now ready. Succeeding volumes until completion will be issued once in two months. ***Specimen pages of the AMERICAN CYCLOPÆDIA, showing type, illustrations, etc., will be sent gratis, on application.

FIRST-CLASS CANVASSING AGENTS WANTED. Address the Publishers,

D. APPLETON & CO., 549 & 551 Broadway, N. Y.

WISCONSIN

JOURNAL OF EDUCATION.

VOL. IV. MARCH, 1874. No. III.

The Relation of the Different Educational Institutions of the State.

BY PROF. S. H. CARPENTER.

That the work of education should be undertaken by the State, has become almost an axiom. This right of the State is usually referred to the principle of self-protection, as it is generally conceded that ignorance is the deadliest enemy of freedom. This question has thus been settled as all political questions must be adjusted, rather by the law of expediency than by any reference to an ultimate principle. The State as a body politic, not being possessed of a personal conscience, the question of abstract right does not enter this discussion. And it is by the same law of expediency that the only remaining question must be decided: that is, to what extent is the State authorized to carry the work of public instruction? Shall we be satisfied with Reading, Writing and Arithmetic, or shall we add other common English branches? Shall we stop here, or shall we add the College course, with its Languages and Sciences? The law of expediency must decide, and has already decided that something more than the common school is necessary, although just what is demanded has not been very accurately defined, and consequently everything above mere rudimentary instruction is in a chaotic state. It is time this chaos was reduced to system, and the entire educational work of the State brought into harmonious relation.

If anything beyond the merest rudiments of knowledge is to be given, the law of economy demands that this work should be thoroughly systematized, and here as elsewhere in science, perfection of system is revealed by simplicity of plan. A plan that is defective or cumbersome indicates a failure to comprehend the working of all the parts of the plan as a whole. We think that our present system of public instruction is open to this charge of incompleteness and imperfection. It does not do well all it attempts to do, because it does not comprehend in one system all that is to be done. We would lay down the following propositions in regard to the scope of public education:

1. The education furnished by the State must be fundamental or disciplinary, and not technical.

2. Provided it remain thus fundamental, the State may furnish any grade of instruction.

The State must deal with its citizens as a unit. It cannot recognize or admit favored classes. All must stand equals before the bar of education as before the bar of law. Therefore the education furnished by the State must be fundamental, because whatever benefits are conferred by the commonwealth must be open to general enjoyment. The violation of this principle would involve a people in all the evils of special legislation. Public education can be defended only upon the

condition that the education furnished is necessary to the general welfare. Democracy must be impartial, and give to none what it does not offer to all; it must secure the greatest good of the whole, rather than the special good of a favored class.

But so long as this impartiality is maintained the State is not debarred from giving any grade of instruction, simply by the grade itself. Absolutely one grade is of as much public benefit as another. Whatever can be shared in equally by all is within the proper exercise of its authority. This limitation is imposed not so much by the grade as by the manner in which the education is given or offered. The direct benefits of technical education must from its very nature be restricted to a part of the community. Any one trade or profession to be profitable must be in the hands of few, so that its benefits will be shared unequally by society, a small part being benefited directly, and the larger part only indirectly. Society is such an intimate partnership that no one can be benefited without conferring upon all a certain advantage; but to authorize the government to grant without cost any benefit, its advantages must be capable of being shared equally. If then technical instruction be given for the special behoof of any one class, the same, or an equivalent benefit must be conferred upon every other class. If the government establishes and supports technical schools for farmers, which do anything more than teach the fundamental principles of science as they particularly affect agriculture,—although it is admitted that such schools would benefit a very large proportion of the community—it should, in fairness, do the same for miners and mechanics, and for each and every separate handicraft. If the State pays a professor of farming, it should also employ a professor of blacksmithing or shoemaking, for agriculture is as much a special calling as any one of these. So again, if the State establish a school of law, for the benefit of lawyers, ought it not, in fairness, to establish a school of medicine, for the benefit of doctors, whose knowledge is of the greatest public service? And ought it not to go further and establish schools of theology, of music and painting? One class of citizens ought not to be furnished with a professor free, or at a reduced cost, which reduction comes from the pockets of others, while the rest are compelled to procure their professional knowledge at full cost, with a subsidy to the favored callings added.

An exception in this respect may be fairly made in the case of Normal Schools, as they may be considered a necessary means to the diffusion of general education. Good teachers are an essential condition to good schools. They are the agents upon whose ability and fidelity the success of the work depends; and the expediency of universal education being granted, the agencies necessary to secure this end cannot be withheld. A grant of power necessarily carries with it the means to make the grant effective. Furthermore, as teachers must know more than they are required to teach, if their teaching is to be really valuable, the course of instruction that fits them for this office must be superior to that followed in the common schools. A teacher who teaches up to the full measure of his knowledge, is at best an inefficient teacher, and, like the man who has ceased to learn, ought to cease to teach. If then the common schools are to be properly taught, they must be supplied with teachers possessed of a superior education, who have learned not only how to teach but also how to learn. This training should be furnished by the State as a means to secure the ultimate end. Normal schools are not, then, mere technical schools where pædagogy is taught, but training schools where the superior education and the peculiar discipline required by the teacher is furnished by the State.

Every increase in positive knowledge aids the teacher in giving instruction in the most elementary studies, so that no limit can be arbitrarily set to the amount of instruction to be given by the State, provided it remain fundamental in its character. A man teaches Arithmetic all the better for knowing Algebra, and Al-

gebra better for knowing Geometry, and so on. We have then at one extreme the common school, and at the other the university, and between these there should be a series of schools properly graded, and increasing in number as we descend in grade, all bound together in an organic whole by the cohesion of a perfect system. From the simple fact that the number requiring elementary instruction is so largely in excess of the number requiring higher education, it follows that any method of public instruction entitled to the name of a system, will require careful organization—that is, a reduction into classes, each having a sort of individuality and a definite aim. Perfection of method can be reached only by perfection of system. In proportion as system is wanting, the good results possible are diminished, as system is necessary to secure the greatest economy in the expenditure of time, force and money. In accordance with this principle we state the following propositions:

1. Economy demands that our educational forces be so adjusted as to work in perfect harmony—no forces being necessarily duplicated, and no desirable results omitted.

2. Economy forbids the employment of any greater or more expensive force than just sufficient to accomplish the desired result.

Without this adjustment of means to ends there can be no proper system, nor will the results attained be in any manner commensurate with the force expended. Using too little force we meet with complete failure; using too much we lose all the power exerted by the unnecessary excess. The great diversity of the results desired, requires the employment of a corresponding diversity of forces. Hence the principle of division of labor finds here an imperative application. It would manifestly be bad economy to hire a college professor at a salary of $2,000 to teach a district school, however admirably he might teach the alphabet. The cost of education, like the cost of everything else, will be determined by the value of the force employed in its production. The education of a teacher is his capital, upon which he should receive a fair return for his investment. The highest scholar taught in the school will determine the grade of the teacher to be employed, and the same instructor that teaches him must be employed in teaching all below him. If one boy in the school studies Latin, the teacher must be able to teach him Latin one hour, and teach children the alphabet the next, in which case a large portion of his capital lies idle the most of the time, while he is paid for the use of it all the time. Economy, then, requires a careful grading of the school, so that cheap work may be done cheaply, and expensive forces kept at expensive work.

Hitherto the State has required no gradation in the work of public instruction. From the alphabet to the highest sciences have ranged the studies of the common schools, chiefly because no provision has been made for intermediate instruction. It would be the sheerest folly for the State to accept at the hands of the General Government a University to which it should provide no means of access. And so the University has attempted to do a part of this work which did not properly belong to it, and the common schools have attempted to do a part which even less belonged to them. This want of system works positive injury to the common school, if there be pupils much in advance of the majority of children, as, in the first place, an expensive teacher is required, and, in the second, a disproportionate share of the teacher's time is given to the favored few and taken from the needy many: and besides this, if there is too great a range of studies the teacher's interest will be unduly concentrated upon the higher classes.

If our system of public instruction is to keep pace with the advance of our State, this fault must be remedied, and the principle of gradation recognized and adopted. We must not rest satisfied with the common school and the university, but must make as adequate provision for intermediate grades, as we have already made for the lower, and as the General

Government has for the higher. This is demanded not merely in the interests of higher education, but as well in the interests of common schools. Teachers can then be secured with reference to particular grades, and thereby be enabled to give their whole time and attention to the distinct work for which they were engaged, instead of devoting a large share of their time to pupils who should be taught elsewhere. Adequate provision for instruction always increases the number of those desirous of receiving its benefits. Such provision is not found in existing institutions. The University and the Normal Schools cannot do this work. It is without the particular scope of the former, and could only be done imperfectly and expensively by the latter. A grade of intermediate schools must be established by the State, making a connection between the common schools and the University.

We believe this provision is demanded by the wants of the people. Comparatively few of those who attend the district schools ever reach the University. The reasons are three: want of inclination; want of money; want of opportunity. If opportunity be furnished, in many cases, money will be had; if opportunity and money be secured, want of inclination will to a large extent disappear, and the result would be a large increase in the attendance upon our higher institutions of learning. To prove the existence of the public demand for this grade of school, we need only take the catalogue of any college in the State. For instance, in Beloit College, one of our oldest and best colleges, the proportion of students in the intermediate or preparatory course is three to one in the college course, and the same was true of the State University until the reward of free tuition was offered to those preparing elsewhere. The stream of education is dammed between the common school and the college. This obstruction must be removed, and the only way to remove it is to provide intermediate schools to do the work cheaply which is now but partially done, and that in a costly manner by higher institutions. These institutions should be so located as to be readily accessible, for ease of access tends to remove every one of the hindrances above mentioned, and opportunities for good, like temptations to evil, are far more likely to be embraced when brought to the attention by a perpetual invitation.

The adoption of this system by the State involves the determination of the limits of these grades, and here we presume the first practical difficulty would be met. The common school needs a more accurate definition. The law provides that certain studies may be taught; it should go further and state precisely what studies shall be taught, and as positively forbid the dabbling in any others. The grade also of the proposed intermediate schools should be as accurately defined, and each school should be kept strictly within the limits laid down. Let the common school grade into the intermediate school, and this grade into the University, either directly or through the Normal school. The State will then furnish education free to all, imposing only the slight burden of requiring pupils to go for education to the places where the State furnishes the particular grade that they require.

While it is true that our higher institutions will determine in a large degree the character of our primary schools, it is no less true that the success of our higher institutions depends vitally upon a steady supply of students from schools of a lower grade. A University is comparatively useless if placed above the reach of the masses; and if it lower its standard of admission to remedy this evil and place itself within reach, it loses its distinctive character, and attempting too much does nothing well. The General Government has endowed a University for the State, and private benefaction has also endowed several colleges. The question now is, will the State open the way to these institutions, and make them accessible to the people?

In Pennsylvia women are eligible to any office of control or management under the school laws of that State.

THE ART OF TEACHING,

AS ILLUSTRATED ON PENIKESE.

No one felt more deeply than Prof. Agassiz the need of a change in the methods and aims of public instruction. He was a constant friend and adviser of the teacher as well as the helper and inspirer of the pupil. The essential object of the course at Penikese was, first, to show teachers how to learn, and then to show them how to teach. Prof. Agassiz felt that there was great need of getting out of the traditionary ruts, especially in methods of instruction in natural history. In the earlier part of the student's course he deemed it of much more importance to learn how to observe and investigate than to acquire by rote a mass of facts heaped together for the student's convenience. He distrusted the methods of the books, and aimed to bring the student into direct and immediate intimacy with nature herself. This for years had been his method at the Museum of Anatomy. The great number of excellent teachers—not a few of them shining lights in the courts of science—who were graduated from that institution, shows with what success.

In conducting the school at Penikese, Prof. Agassiz introduced the method which he had pursued at the Museum with so much success. One of his first endeavors in the laboratory and lecture-room was to expound his views of the proper modes of teaching.

"Never attempt to teach," said the Professor, "what you do not know yourself, and know well. If the School Committee insist upon your teaching anything and everything, decline firmly to do so. It is an imposition upon the teachers and pupils alike to require a teacher to teach that which he does not know. This much-needed reform has already begun in colleges, and I hope it will continue. More can be done in this way to improve our system of education than in almost any other.

"It is a great mistake to suppose that *any one* can teach the elements of a science. This is indeed the most difficult part of instruction, and it requires the most mature teachers. Not much progress can be made until people are convinced that everybody is not capable of learning everything, and that teachers should not be expected to master every department of human knowledge. Do you expect the great artists of the world to be good Latin or Greek scholars, or good mathematicians? No more should you expect a teacher to be perfect in all departments of knowledge. To have a smattering of something is one of the great fallacies of our time. A teacher ought to know *some one thing well.*

"Select the most common things for instruction, so that the pupil cannot take a ramble without meeting the objects about which he has been informed. Train pupils to be observers. Never attempt to give instruction in natural history without having your pupils provided with specimens. The most common specimens, as horseflies and crickets, will do as well as any. Let your pupils hold the specimens, and make them observe what you say.

"In 1847 I lectured in Milton, Mass., and I insisted that every person present should take a grasshopper, and hold it, and look at it. It was an innovation at the time. Help me to make it a universal method throughout the country. Accustom pupils to bring in the specimens themselves. Induce them to go to the next brook or stone wall to get their own text books, for which they pay nothing. Some specimens are difficult to preserve, and it is delicate work to accustom pupils to handle specimens carefully. The earlier this training is begun the better. The author of the Anatomy of the European Cockchafer, before commencing his investigation of this animal, abstained from all stimulants for weeks so that he might have full control over his muscles.

"The study of nature is direct intercourse with the Highest Mind. When you sit down to natural history work, it should be with the intention to give yourself up to the thought. It is unworthy an intelligent being to trifle with the works of the Creator. Even to a materialist they are

the works of the highest power. A laboratory of natural history is a sanctuary, in which nothing improper should be exhibited. I would tolerate improprieties in a church sooner than in a scientific laboratory.

"Talk about your specimens and try to make the pupils observe the most telling and striking features. When you collect a specimen be sure to find out what it is, and make full memoranda of everything pertaining to it. Do this in every case. You have chances to find new things unknown before. Collect carefully and preserve well, so that the specimens will tell the story of the animal. There should be a little museum in every school-room; half a dozen species of radiates, a few dozen shells, 100 insects, a few fish, reptiles, birds, and mammals would be enough to teach well. De Candolle, one of our most scientific botanists, said he could teach all he knew of botany with a dozen plants. It is better to have a few forms, well known, than to make pupils acquainted with many hundred species the first year; better be well acquainted with a dozen specimens, as the result of the first year's work, than to have $2,000 with which to buy a large collection.

"When you are collecting, be sure to make a careful record of the locality from which each specimen is obtained. In this way you can do good work for science by assisting in the determination of the geographical distribution of animals. A specimen, the locality of which is not known, has but little scientific value. Every specimen in the Museum of Comparative Zoology is a genuine specimen, the locality, donor, date, &c., of all being carefully recorded.

"The first thing to be determined about a new specimen is not its name, but its most prominent character. We can study the plan of the radiates, we can learn the type, from one specimen as well as from another, or from many. It is unnecessary to know a great variety in order to know many."—*N. Y. Tribune.*

"WISCONSIN" is said to be the Indian name for a wild, rushing channel.

TEACHING.

BY E. A. F.

The Shady Side.

Teacher fully aware of the "merits of the case," heart full of the work, conscious of his duties and responsibilities, and with singleness of purpose, he determines that his shall be a *model school.* He is too keenly alive to his duties to run in the "old ruts;" he is progressive, and knows that what was once considered the hight of excellence is far below the proper standard now.

His motto is, "Be not content with present attainments." He enters the field with high hopes and noble aims, but soon finds himself unduly weighed down, and his pathway obstructed, his hopes blighted, his aims crushed. Why is this? Because he is not an old-fashioned pedagogue. He is the "live" teacher of the present day. He prefers fact to fancy, and reason to meaningless forms. He requires the substance rather than the corpse of the lesson. He has seen something of the world, and knows what things are most essential to success, and what is the best material for the foundation of the society soon to be wholly made up of those who to-day are the "rising generation." It is upon this broad basis that he endeavors to build up an education that shall prove not only useful, but truly ornamental, making the possessor a firm pillar in the Temple of Wisdom, a useful and an honored citizen of our great republic.

But it is not the way "father and mother" were taught; it is something entirely new, and therefore regarded with suspicion; and finally, without the "benefit of a trial," condemned as useless and intolerable. The parents condemn because they fail to comprehend, and when once the pupils know the change is not approved at home, they are not likely to give the matter any attention. So the faithful teacher, instead of seeing good fruit for his labor, sees instead only wasted effort and unappreciated zeal. Can we blame him if he is disheartened, and loses his wonted energy and zeal? What can

he do but submit to this unhappy fate for the time, and improve his first opportunity for a favorable "change of base."

The Bright Side.

Teacher as before. He has carefully noted the faults of the old methods, and he brings forward the necessary amendments. This being entirely new, of course creates much real amazement, and leads to many discussions. The pupils go home at night and "report," and there is plenty of subject matter for at least one evening's debate. Mother says, "things was *good enough* when I went to school; I tell you we had to study then—had to have every word by heart. I guess these new fangled notions won't amount to much, but mebby its' all right. What d'y'e think, father?"

Father replies, "Well, you know in them by-gone days I used to cut my wheat with a sickle, and do all my work in about the same slow way. Now I ride comfortably on my reaper, and cut more in a day than I used to in a week, and so of other kinds of work. I don't see why there may not be a short cut in the way of teaching as well as in anything else. I must visit the school and see how it is."

And he does, and is interested; and soon other parents "call and examine," and the teacher is encouraged and the children begin to feel an honest pride in their progress and deportment, a new life is awakened in the school, and the teacher has the inexpressible pleasure of knowing, beyond a doubt, that he is filling the noblest of stations with honor to himself and benefit to his patrons. Verily, the united support of the patrons is the life of the school.

WRITING IN COUNTRY SCHOOLS.

Within a few months we have received several letters calling attention to the neglect of writing in country schools, and asking us to bear emphatic testimony against it. We have been somewhat slow to believe that the second of the famous original "Three R's" is in danger of losing its place in any American school. But we are satisfied that writing is not only very poorly taught in many schools, but that, in too many cases, it receives no attention. In a recent teachers' institute in Pennsylvania, the fact was disclosed that a number of the teachers present do not teach writing, and a still larger number permit only a few of the older pupils to write. In one school, composed of pupils from six to twelve years of age, there was no writing last year, though considerable time each week was devoted to "rhetorical exercises," of very doubtful value.

There is no excuse for this state of things. The three branches which should be thoroughly taught in every elementary school are reading, spelling, and writing. These should receive attention, though other branches be neglected, and each should be taught from the child's first term in school to the last. The old notion that children should not be permitted to write until they are ten years of age, was long since exploded. Every child that attends school with any regularity, should write a neat and legible hand before he is ten, and this is accomplished in our best schools.

When we taught country schools, writing was a daily exercise, and nearly all the pupils were members of the writing class. As we were obliged "to set the copies" and mend the pens, the exercise involved not a little labor. If teachers in those days had neglected writing, there would have been some reason in the plea of a want of time, for it took time to write a score of copies and mend as many quill pens. But the introduction of metallic pens and admirably arranged copy-books has changed all this, and the only labor now required of the teacher of writing is to conduct the exercise. The copies for the slate exercises of the smaller pupils can be written on the blackboard, and, of course, only one copy is needed for such exercise. There is no valid excuse for a neglect of writing.

A writer in *The School* (W.W.) attributes this neglect to the failure of examiners to test the ability of teachers to teach writing. He urges that a good handwriting is not an evidence now of qualification to teach

penmanship. It is more important that the teachers be able to explain the letters and copies on the blackboard, and this qualification examiners should determine. If this was generally done, it would not be long, he claims, before teachers would qualify themselves to teach penmanship efficiently, and the branch would receive due attention in the schools.

This prepares the way for the remark that it is not sufficient that writing have its due place in the daily programme. *It should be thoroughly and systematically taught.* It is true that a good handwriting may be acquired by simple practice, with correct copies as models, but it is sooner acquired when this practice is guided by proper instruction. Not only should the teacher personally direct the exercise, but the copy should be explained on the blackboard, and faults should be pointed out and corrected. Neither copy-books nor charts, nor both, can supersede the use of the blackboard in teaching writing. More efficient instruction can be given on the blackboard in one minute than can be given in any other way in five minutes. Copy-books and charts are valuable helps in teaching writing, but neither nor both can take the place of the living teacher.

The first important step in teaching writing in an ungraded school is to classify the pupils. Experience has shown, we believe, that the best plan is to divide the pupils into three divisions or classes, the lower to include all who write on slates. The three classes should write at the same time; and the exercise of the lower classes should not exceed thirty minutes. The pupils in each of the two upper classes should use the same copy-book or, more properly expressed, a copy-book of the same number. Two numbers, one for each class, will be found sufficient. To enable the teacher to give instruction on the blackboard, all the pupils in each class should write the same copy at a given lesson. The difficulties in the way have been easily overcome by so many teachers, that we will not stop to consider them.

The teacher can give attention to the classes successively, beginning with the primary or lower, the pupils in the upper classes being engaged meanwhile in practicing on loose paper. It will take but a short time to explain each copy and give the necessary directions. When the three classes are engaged in writing, the teacher should pass among the pupils of each class successively to observe faults, commend faithfulness, and give assistance. The general faults observed should be pointed out on the blackboard, all the members being required to give close attention. The teacher should thus faithfully occupy the time allotted to the writing lesson of the two lower classes. When their lesson closes, they can engage in other work or exercises, while the highest class spends a few minutes more in practice without the teacher's personal attention. Writing can thus be successfully taught in ungraded schools.

We have reserved the difficulty of securing a supply of copy-books and other writing material, for special consideration. This difficulty is a very serious one in schools situated at a great distance from places where these articles are kept for sale. We hope the time will soon come when boards of education will supply schools with pens, pencils, ink, paper, copy-books, drawing books, and other like material. The supply of these articles by the individual pupils is everywhere a very great inconvenience and loss. Parents are greatly annoyed by frequent unanticipated calls for pencils, pens, sheets of paper, etc., and the delay in purchasing causes serious loss to the pupil and to the school. All such articles should be provided at the public expense—whatever may be true of the policy of thus supplying text-books. Until this is done, teachers of country schools, at least, must provide a supply of them for their pupils. We should not now think of taking charge of a country school without carrying with us a supply of pens, pencils (slate and lead), crayons, paper, silicate leaf-slates, and ink. Most of the pupils would, of course, pay for the articles furnished them, and we should not suffer a very heavy loss. This would be more than made good by the important advantages secured by it.

We trust that the above testimony may

be sufficiently "emphatic," and that the suggestions offered may be of practical value to some of our readers.—*National Teacher.*

How Shall I Make My Pupils Get Their Lessons?

This question is repeated by teachers *ad infinitum.* Its repetition is of very frequent occurrence during the first year's experience; after that, the interrogatory is made less and less often until, when the professional teacher takes the place of the novice, the question is asked no more. What does experience teach with regard to this part of the work? Why do young teachers so earnestly ask the question which so seldom appears to trouble their elders?

We are beginning to learn that all pupils should not be similarly treated, even though the old school discipline vigorously so taught. Each boy and each girl requires mental, moral and physical treatment, different from that of every other boy and girl. We ought to be able to apply this in each instance. This cannot be done, because, *first*, under such a *regime*, one teacher could instruct not more than twenty pupils, and, *second*, we do not know enough: by this I mean that the mass of teachers know less than any other class of people, of men and things about them, hence less of human nature. Then, the condition of things prevents the application of the true method of making boys and girls get their lessons, viz: Treat each one according to his individual character. In school as in the world, some must be coaxed and a few be driven; the first thing the teacher must do is to distinguish these two kinds in her class.

One of the common methods of compulsion, is detaining the pupil after school hours. The results are, where the school sessions last six hours a day, vexation of pupil, impatience of teacher, and a general unhappiness of both. In some cases this is a good thing to do. A pupil will not be harmed by an hour's detention after school if his school day is but three hours. A lazy, lymphatic pupil will not be injured by detention in the school room after school. Recesses should not be prohibited. But the general rule for both teacher and pupil, should be, "leave the house when school is done."

You can keep a boy after school, but if he is a boy of spirit and persistence, he will not get his lesson. It is only the *good* boys that go to work with a will after school, and they are the very ones you do not care to detain.

Then if the pupils cannot be detained after school, how *shall* they be made to get their lessons? The answer has never been given. It cannot be given. There are duties of a teacher, the accomplishment of which requires an amount of ability, tact, force—call it what you will—the quality of which, though comprehended by results, cannot be described. It is this that will make the pupil get his lessons; it is this that makes school management relatively easy; it is God-given, not acquired; he who has it not, can never acquire it; he can but imitate.

As for the pupils, while parents remain as they are, it cannot be expected that the child will ever learn tasks assigned him just because he loves the work; some other incentive to study must be found.—*Illinois Schoolmaster.*

THE TOWNSHIP SYSTEM.

DOWNSVILLE, Wis., Jan. 23, '74.

Hon. EDWARD SEARING,

Dear Sir:—I have received the eight copies of the report, and am pleased with them. We have eight school districts in this town of Dunn, Dunn county, and so lack one copy of supplying all the districts and the town clerk. You will please send that by mail.

I am decidedly in favor of the township system of school government. I am glad you favor it and are calling the attention of the people to it. Let me give you the valuation of the different school districts in our town, and you will readily see how unequal the school taxes are:

Districts.	Valuation.	School Tax '73.
1	$13,642	$211.98
2	45,104	595.64
3	42,030	318.76
4	37,563	390.78
5	32,528	204.14
6	6,814	165.04
7	20,938	257.29
8	10,455	100.39

You will see the valuation ranges from six or seven thousand dollars to over forty-five thousand. School District No. 1 has more than as many again pupils as No. 2, while No. 2 has more than three times the valuation. It may be asked, why don't you adopt the Township System? I will tell you—the large districts can out vote us. There is a mill in No. 2 valued at $25,000, the owners do not live there, or in this town, and of course there is a large number of men that have no interest in a school, they vote for the interest of their employers. Their tax under the present system is not so much as it would be under the township system, and the people in the large districts say they don't want to pay for the schooling of children in other districts. In towns where the valuation of the school districts are about equal, they have no objections to the system. In districts No. 1 and 6, and others in this town, there are from 30 to 40 scholars in a house, 16 by 20 feet square, with cracks in the floors large enough for a person to put his fingers through and the wind can blow through the house; the stove has to be kept about red hot, those next to it suffer head-ache with the heat, while their feet are cold, and those back are too cold to study. The districts are so poor they can hardly keep up school six or seven months in the year, while districts No. 2 and 4 have large houses, grained inside, with patent seats, and nice maps, chromos, etc., to adorn the walls. We are glad they have them; we hope some day to be able to have them too.

Now a word about teachers. A good teacher can get any school he is a mind to ask for. The large districts, or those with the best houses and the most money, get all the best teachers, while the poorer ones have to hire the teachers that are just beginning to teach. As soon as they teach two or three terms and become well qualified they apply where they have a comfortable house and can pay the most wages, and the small districts have to qualify another one. These are facts that cannot be denied, and I think with you that there should be a change in our school system. I believe our town to be a fair sample of most of the towns in this part of the State, and instead of the districts becoming more equal as the country settles up, they are becoming more unequal in valuation.

I have written this to give you a better idea of the workings of the present school system or its workings in this part of the State. Yours truly,

A. J. TIBBETTS, *Town Clerk.*

WOMEN AS SCHOOL-OFFICERS.

It is very important that the schools should have the benefit of the most valuable services that can be found for their supervision and general control, and as the experience of the last thirty years has proved the wisdom of employing a large number of female teachers in the school-room, in place of males, the experiment is now undergoing tests, whether women may not with equal propriety and efficiency attend to the inspection of our schools, as school-officers, especially in primary, intermediate, and girls' schools. At the outset, women are especially qualified by nature, in the motherly instincts of love and tender interest for children, and during the first ten or twelve years of the child's life, the mother and teacher have mainly the management and control of his education.

Added to natural fitness, is the valuable experience which so many of our most intelligent and influential women have received in the school-room as teachers. In some States, of which Pennsylvania is an example, no person is eligible to the office of school superintendent, unless he or she has had a successful history in the school-room, as a teacher. Such a necessary requirement as experience may well be demanded of our school-officers, and in almost every school district in Rhode Island, are capable women, who have served for one or more years, and have thus learned in the most practical and satisfactory way how to make good schools.

To judge of faithful or unsuccessful labor in the school and to appreciate the difficulties of the service, none are better

fitted than the women who have acted as instructors, and have borne the trials of the station which is placed under their oversight.

The advice of women would be of especial value to teachers in matters pertaining to the health as well as the studies of the pupils—a subject so sadly neglected in our school work.

A third qualification is the element of time. The great complaint on the part of our school-officers, is, that they have not the time to visit and examine the schools, which the work demands. As the service is for the most part a gratuitous one, and is usually prompted only by philanthropic motives, the people cannot demand, nor expect that the schools shall receive the attention which they require, from men whose business constantly demands their time and thought.

Now, none of the duties of men can so properly, or so readily be delegated to women, as the care of the schools. By an examination of the registers of our schools throughout the State, it will be found that on an average the names of four women appear to that of one man on the visiting lists, practically showing that women have more interest and time to devote to this matter, than men. Of the audiences which gather at the discussion of educational topics, or at teachers' institutes, the female element here predominates, showing the same fact, that women are first in their intelligent inquiries after the best methods of instruction at home and at school. Perhaps the most convincing argument in favor of woman's appointment to official school relations is found in practical experience. In several of the States, women hold offices upon school-boards, and this in the most intelligent communities. In several of the towns of Illinois, Massachusetts and other States, women not only occupy the office of school committee and supervisor, with honor and fidelity, but in several instances, they occupy the salaried office of superintendent of the schools of the town. So far as the State reports are in evidence, it appears that their work is done faithfully and conscientiously and merits public approbation. Success proves capacity and fitness.—*Report*, 1874, THOS. W. BICKNELL, *Comr. Schools, R. Island.*

The Changes Required in Our School Organization.

BY D. W. GILFILLAN, TREMPEALEAU CO.

Ever since Horace Mann, in 1837, accepted the Secretaryship of the Board of Education in Massachusetts, and entered with zealous fervor upon the discharge of the duties of that office, and investigated the actual condition of the common schools of that Commonwealth, and diligently sought out the causes that had contributed to bring them into the low state in which he found them, there has been a manifest and steady improvement, not only in the schools of that state, but throughout the country.

The principal causes that had contributed to lower the character of the schools he found to be disqualified teachers; a wide-spread indifference among the people in regard to them, and no general system of supervision.

To change this state of things it was necessary to create town boards or local superintendents to examine teachers, supervise the schools, and report the facts and statistics that would show their actual condition; and by the aid of the press and the public addresses to awaken among the people a more enlightened sentiment upon the needs of common school education.

The machinery that was introduced into the common school system of Massachusetts, under the supervision of this state board and its secretary, to effect the much needed reform, was generally introduced,—sometimes under modified forms, into the systems of the older states, and the newer states as they formed their systems.

Hence Wisconsin, when she entered the sisterhood of states, came in with her State Superintendent of Public Instruction and town superintendent—officers that had never been heard of in connection with common schools, nor even considered necessary to their success prior to 1837.

Another step in advance was made when the legislature, in 1861, gave us the county superintendency, in place of the town. There is no doubt but that the schools of our state have advanced by this change, by gradually raising up a class of teachers better prepared for this work and more enthusiastic in it; but, in the matter of school supervision, it is very questionable whether we have gained anything by the change, and it is considered by many that in most cases there has been a loss; and, when we are aware of the fact that in many instances county superintendents cannot reach all the schools in the county each term, and that on an average a visitation lasts only from an hour to a half day, we cannot conclude that in this important respect much good is accomplished. It must be evident to every one that some change is needed to secure a more thorough supervision of our schools. Two methods have been suggested to meet this want: either to attach the town superintendency to the present system, or to adopt the township organization. Without stopping now to argue which of these methods is the best, I will only say that in my opinion, after mature consideration, the township system is decidedly the better one of the two.

It may then justly be asked, why have not the people throughout the state adopted it? The answer will be found, I think, in the additional expense.

The people generally are willing to do all that is necessary to make the schools of the state a success; but when they are called upon to raise annually from six to twelve hundred dollars for county superintendency, and then one-half as much more for a town school officer, they instantly inquire, why this extra expense?

But cannot a change be made by which we can secure all that is valuable in the county superintendency—all that it has really contributed to the advancement of our schools for the past twelve years, and at the same time secure a more thorough supervision and inspection of the schools of our state, than has been attained under the present system, without materially increasing the expense and perhaps diminishing it.

The change I would suggest is this: Let the state be divided into twenty-five districts of thirty thousand inhabitants each, or thereabouts—which would nearly embrace the population of the state exclusive of the cities and incorporated villages which have superintendents of their own. Let a superintendent be elected in each of these districts, with a salary of not less than twelve hundred and fifty, nor more than fifteen hundred dollars, who should be required to devote his whole time and energies to the educational work of his district, in holding examinations, conducting institutes and personally visiting with the town officers as many of the schools, while they are in session, as time would permit. Then in connection with this change, either adopt the township organization with its town secretary, or create the town superintendency as it existed twelve years ago.

The qualifications of these district superintendents should be from three to five years actual experience in the school room, and holding at least a five year state certificate.

The time of electing this officer should be in the spring, at the April election. The district superintendent and town officers working together might and would give character and right direction to the schools, and would also infuse more earnestness and enthusiasm into the teachers; and the deficiencies, that are very evident to the most casual observer, would by this change, in a great measure be supplied.

GOOD ADVICE FROM CARLYLE.

A new book by Cunningham Geikie, addressed to young men, contains the following admirable letter from Carlyle, hitherto unpublished:

CHELSEA, 13th March, 1843.

DEAR SIR: Some time ago your letter was delivered to me; I take literally the first free half-hour I have had since, to write you a word of answer.

It would give me true satisfaction, could any advice of mine contribute to forward

you in your honorable course of self-improvement; but a long experience has taught me that advice can profit but little; that there is a good reason why "advice is so seldom followed"—this reason, namely, that it is so seldom, and can almost never be, *rightly given*. No man knows the state of another: it is always to some more or less imaginary man that the wisest and most honest adviser is speaking.

As to the Books which you, whom I know so little of, should read, there is hardly anything definite that can be said. For one thing, you may be strenuously advised to *keep reading*. Any good book, any book that is wiser than yourself, will teach you something—a great many things, indirectly and directly, if your mind be open to learn. The old counsel of Johnson's is also good and universally applicable: Read the Book you do honestly feel a wish and curiosity to read. The very wish and curiosity indicates that *you* then and there are the person likely to get good of it. Our wishes are presentments of our capabilities:" that is a noble saying, of deep encouragement to all true men; applicable to our wishes and efforts in regard to reading, as to other things. Among all the objects that look wonderful or beautiful to you, follow with fresh hope the one that looks wonderfulest, beautifulest. You will gradually by various trials (which trials see that you make honest, manful ones, not silly, short, fitful ones) discover what is for you the wonderfullest, beautifulest; what is your true element and province, and be able to abide by that. True Desire, the Monition of Nature, is much to be attended to. But here also you are to discriminate carefully between *true* desire and false. The medical men tell us we should eat what we *truly* have an appetite for; but what we only *falsely* have an appetite for, we should resolutely avoid. It is very true. And flimsy, "desultory" readers, who fly from foolish book to foolish book, and get good of none, and mischief of all—are not these as foolish, unhealthy eaters, who mistake their superficial, *false* desire after spiceries and confectionaries for the real appetite, of which even they are not destitute, though it lies far deeper, far quieter, after solid nutritive food? With these illustrations I will recommend Johnson's advice to you.

Another thing, and only one other, I will say. All *Books* are properly the *record* of the History of Past Men. What *thoughts* Past Men had in them; what actions Past Men did; the summary of all Books whatsoever lies there. It is on this ground that the class of Books specifically named *History* can be safely recommended as the basis of all study of Books; the preliminary to all right and full understanding of anything we can expect to find in Books. Past History, and especially the Past History of one's own Native Country—everybody may be advised to begin with that. Let him study that faithfully, innumerable inquiries, with due indications, wil branch out from it; he has a broad beaten highway from which all the country is more or less visible—there traveling, let him choose where he will dwell.

Neither let mistakes nor wrong directions, of which every man, in his studies and elsewhere, falls into many, discourage you. There is precious instruction to be got by *finding* that we were wrong. Let a man try faithfully, manfully to be right; he will grow daily more and more right. It is at bottom the condition on which all men have to cultivate themselves. Our very walking is an incessant *falling;* a falling and a catching of ourselves before we come actually to the pavement! It is emblematic of all things a man does.

In conclusion, I will remind you that it is not by books alone, or by books chiefly, that a man becomes in all points a man. Study to do faithfully whatsoever thing in your actual situation, there and now, you find either expressly or tacitly laid to your charge—that is your post; stand in it like a true soldier; silently devour the many chagrins of it, as all human situations have many; and be your aim not to quit it without doing all that *it*, at least, required of you. A man perfects himself by work much more than by reading. They are a growing

kind of men that can wisely combine the two things; wisely, valiantly, can *do* what is laid to their hand in their present sphere, and prepare themselves withal for doing other wider things, if such lie before them. With many good wishes and encouragements, I remain yours sincerely, THOMAS CARLYLE.

WHAT PROGRESS?—What have we learned in the art of teaching during the past ten or fifteen years? We have learned that conversational tones, not the bellowing of the rostrum, are proper in both teacher and pupil; that spelling is best taught by having scholars write the words; that writing should commence when children enter school; that adding and subtracting by 1's should commence in the lowest class, after which beginning, children are able to construct all the tables themselves; that children can learn to sing by note as early and as well as they learn to read from a book; that drawing is quite as useful, practical, and easily learned as any other branch—there is no trade in which it is not necessary, no condition in life in which it is not available; that good order is in the manner of the teacher more than in the particular method of governing; that written examinations are the best means of securing thoroughness; that calisthenics is injurious and phonics folly; that the teacher is not bound to change character bred in the bone, to root out faults of congenital inheritance or faults implanted by social relations, or false religious teachings over which the teacher has no control. In fact we have learned that the teacher can do much, but cannot do everything.—*Chicago Teacher.*

PHONICS.—It is appalling to think what depths of nonsense we have waded through during the last decade of educational revival in this country. We are not yet recovered from all our educational eruptions, but it is consoling to think that we are convalescent. We had calisthenics once; we had it bad. Knowing now that those forced physical exercises are injurious, as the action of any organ under improper circumstances is injurious, we wonder how people could have been so insane as to put children through a spiritless routine of aimless motions. We have been foolish in our day; we have had on the gloves; we have gone through the folly of fencing. But we are proud to say that we never led a roomful of children in physical exercises; we never made ourselves ridiculous before our pupils by sparring at space, or striking immensity below the belt. The best medical authorities state that the physical exercises of our schools are not only useless for health, but positively injurious to it. It is gradually dawning upon people that exercise, to be beneficial, must be exuberant, spontaneous, voluntary, self-suggested. So much for physical exercises.

The second species of folly which we have outgrown is phonics, or *foniks*, as the science is more appropriately designated. It was the plan some time ago to indicate the pronunciation of words by means of alphabetical equivalents and arbitrary marks whose appearance were enough to frighten the Danes. For example, the word *exactly*, according to the phonic fools, would appear as *eggzaktlee*. Other words would appear in masks still more grotesque, but the resources of our printing-house are not sufficient to represent them. Suffice it to say that the frightful appearance of fonick follies in the English language, which the written work of our pupils presented, put so many of them into spasms and convulsions, and brought on the rickets in so many cases, that the experiment was given up as a philosophical but injudicious undertaking. But the written phonics was innocuous compared with the oral phonics which our teachers were compelled to indulge in by the command of the reigning powers. With explosive utterances of *oh! ah! oo! aw! ow! awow! eeawow! eeawowawugh!* the teachers made themselves so conspicuous on the streets that they were arrested on every street corner by a druggist's clerk, who gallantly offered them a seidlitz powder to settle their stomach. We do not now phonick so

much as we phonicked phormerly. The truth is that phonic analysis, as an aid to pronunciation, is simply a waste of time.

If we wish to teach a child a certain sound, the best plan is to make him repeat a number of words in which that sound is an essential element. If a child says *dis* instead of *this*, let him be ordered to say *those, these, them, that, there, then, thy, beneath, bequeath*, etc., till he catches the proper sound. A child is hindered in acquiring an elegant pronunciation by the explosive efforts of phonic analysis. If this be doubted, let any one try the analysis of the word *earth*, and note into what absurdities the experiment will lead. Phonics is good to strengthen the abdominal muscles, and that's all it's good for. In the matter of phonics, pray let us have peace.—*Chicago Teacher.*

THE *Chicago Teacher* should "studiously investigate" a little concerning the matter of Phonics before it brushes them all aside with one fell sweep of its new-broom judgment. Phonics are not all for nix. (We firmly resolved when we began not to do that, but it is done, so) Phonics have suffered just as every improving element of good instruction has suffered when first introduced. The foolishness is not in the calisthenics, nor in the object lessons, or in the phonics, but in the fool-teachers who, as soon as any one offers an *idea* in methods as an *aid* to *education* are immediately seized with an insane purpose to make *education* an *aid* to the *idea*. Some genius suggests that instruction may be enlivened if the teacher add to the teachings from the books appropriate illustrations from the objects within his own observation and the observation of the pupils. Immediately the educational world stands upon its head, in order to give this its merest caudal the position of its capital extremity. One or two "leading educators" declare that this tail is the head—the rest of the flock jumps because the leaders did. In time the truth dawns upon these weak and excitable minds. They discover that the tail is not the dead, but instead of wisely settling down to an admission that the tail is a tail and the head is a head, goaded by their own sheepishness, they foolishly fly to the other extreme and even deny that the tail is a tail. Now this is just the difficulty with the *Teacher*. We do not *know*, but we dare suspect that Brother *Mahoney* has himself been an enthusiastic jumpist in the flock. Give the tail a chance, we say.—*National Normal.*

SUGGESTIONS TO TEACHERS.

Order is absolutely essential to success, and no teacher should omit any steps necessary to secure it. Begin, then, your discipline *the first day of school.* Move classes by signal, and see that they move quietly and in order. If the signal is given to rise, see that every pupil has risen before the next signal is given. Almost any signal is preferable to a bell.

Always have separate recesses; and here, too, have order. Do not permit pupils, at the signal for recess, to rush pell-mell in a general scramble to see who can first get out of the house: but maintain perfect discipline, by having pupils rise and pass out in regular order.

Permit no communication between pupils of different desks, without permission; and absolutely prohibit snapping fingers or like means to call the teacher's attention. Never allow a pupil to interrupt a recitation by questions, or to approach you while hearing a recitation. Pupils should never be permitted to argue with a teacher or talk back, when once decision is given. Of course this has no reference to legitimate discussion of a lesson.

The law will sustain a teacher in a judicious infliction of corporal punishment; but it should be remembered that the teacher who relies upon the rod is an absolute failure.

Do not neglect the school while hearing recitation or giving an example at the board. Let your eye take in the whole school-room.

Keep no pupils in at recess or noon, or after school, as a punishment. Use the rod only when absolutely necessary, and then with judgment. Do not pinch, pull hair, box ears, or strike a child upon the

head in any manner, and avoid the use of the ferule.

Pupils should not be allowed to lounge against the wall or the desk, or lean upon each other when called upon to stand, but should stand firmly upon both feet, and stand *alone*.

Make a programme of exercises as soon as possible, and follow it. Teachers should be guarded in their language, conduct, and appearance in the presence of pupils, who should be taught good morals and good manners, as well as to be neat and tidy.

Allow no tattling: it is a most pernicious habit.

Do not discourage a pupil by getting out of patience. Never try to make a child understand anything when he is disheartened or has no interest in the subject. It is time thrown away.

Assign short lessons,and require prompt recitation. It is advisable to correct mistakes *when made*, in any recitation.

In reading, special care should be taken to see that the lesson is understood before reading, and no pupil should read until the verse has been first read by the teacher. If the pupil should fail to get the proper inflection, the verse should again be read by the teacher and the pupil made to repeat it. Never let them get in the habit of reading by spelling each word aloud, and then pronouncing. Do not try to have pupils in a reading class get "definitions," but rather let them spend the time in studying the reading lesson. Getting definitions is no part of learning to read, and is a source of perpetual dislike to the pupils and annoyance to the teacher.

Make writing a recitation, giving it your whole attention for the time assigned it.

If there be outline maps in the school, use them. They are valuable, not only for class recitation, but can be used with excellent effect in "whole-school" recitations, as they are called.

Look carefully after the welfare of the little ones, both in school and on the playground. Do not be too rigid with them. If they get tired and sleepy, either let them go out and play or lie down and sleep.

Avoid, as far as possible, the use of a chair or text-books in hearing recitations. Never fail to review the lesson of the preceding day. The reviews should be frequent and thorough.

A teacher should be full of energy, enthusiasm and *life*. Pupils catch the spirit of the teacher; and when the latter is wide awake, they are seldom listless.

Visit the patrons, and avoid all tendency to gossip about members of the district. You cannot be too careful what you say.

Listen kindly to all advice concerning the management of the school, but use caution in adopting it. Take *a good school journal*, and strive not only to advance the school, but to improve yourself.—*Michigan Teacher*.

PRAISE CHILDREN.

There is an old superstition that praise is too good a thing to be given to children; that it is too rich for their mental and moral digestion. Some parents are so afraid that a child will grow proud that they never praise him, and this course is often disastrous. It is apt to produce either too much self-assertion—it is a legitimate outgrowth of the withholding of commendation to which one is entitled—or to engender a self-distrust or melancholy hopelessness of disposition. Praise is sunshine to a child, and there is no child that does not need it. It is the high reward for one's struggles to do right. Thomas Hughes says that you never can get a man's best out of him without praise. You certainly can never get a child's best out of him without praise. Many a sensitive child, we believe, dies of hunger for kind commendation. Many a child, starving for the praise that a parent should give, runs off eagerly after the designing flattery of others. To withhold praise where it is due, is dishonest, and, in the case of a child, often leaves a stinging sense of injustice. Motives of common justice, as well as regard for the future of the child, should influence the parent to give generous praise for all that it deserves. Of

course there is a difference in the constitution of children. Some cannot bear so much praise as others, and some need a great deal. It should never be indiscriminate. We remember a wonderful woman who taught school in one village until she had educated a part of three generations. She was one of the most successful of teachers. But her success lay in her gift of praising with discrimination. A bad boy who was a good scholar got praised for his brilliancy, sandwiched between her abomination for his bad behavior, and so was won to a better life; and we recall a good girl who had no gift of learning rapidly, but was saved from utter despair by the praise she got for her untiring industry. Into the discouraged heart of the children the praise of the teacher came like sunlight. And the virtues, like other fruits, can only ripen in the sunshine.—*Rev. E. Eggleston.*

Should the Public School System Support High Schools?

BY GEO. L. OSBORNE, SUPT. OF SCHOOLS, LOUISIANA, MO.

(A Paper read before the Missouri State Teachers' Association.)

The American system of education is the necessary outgrowth of our free institutions. Universal education and universal freedom go hand in hand, the one dependent upon the other. History and experience teach that government and education keep pace with each other. As is the government, so is its system of education. With us, the irregular system of educating by means of select school, academy and college, was just as surely destined to give place to public school, college, and university, as was the confederation of ninety years ago to be merged into the grander republic of to-day. The old system of education was quite as inadequate to secure the general diffusion of knowledge as was the confederation to guarantee the rights of its citizens. The transition from the old form of government to our present proud nationality has been a steady growth of almost a century. The change from the academic to our present system of education, has been a growth no less constant. In neither case is the development complete. Although we have been moving steadily onward, we have not yet reached our ideal republic; neither have we realized our ideal in education. We are only beginning to see the light. While we can justly claim that much has been done, we are at the same time forced to admit that much still remains to be done.

In some sections of the Union, the question of providing elementary instruction is still the absorbing question; but in Missouri, the great problem pressing for solution is "How can we fill up the gap now existing between the public school and our higher institutions of learning?"

The fact that many of our colleges are languishing for support and the attendance upon our State University but small, compared with what it should be, proves beyond doubt the existence of this gap. The fact that most of these institutions are compelled in self-defense to maintain a preparatory department, affords still further proof of its existence. Perhaps some may ask, "How came this condition of things when so much merit is claimed for the public schools?" The question is easily answered. The establishment of free district schools has had the effect of closing most of the academies which, under the old regime, were the natural feeders of the college. The existence of the gap in question, is no argument against public schools in principle; it only shows that they have not yet grown to the full measure of requirement; that a further development is necessary to complete the connection.

There is some diversity of opinion as to the kind of school that should be selected for this purpose. Some, claiming that public education should not be extended beyond the district school, favor the academy. Others take a more liberal view of the subject, and advocate the establishment of public High Schools. The friends of the academy claim that High Schools cannot rightfully be maintained at the public expense. While admitting the right of the States to provide

for elementary education, they argue that to provide for advanced instruction is going a step too far and invading the rights of the citizen. This seems a strange objection, indeed, to offer in a State that already boasts of its "free University." It is only a new phase of the old opposition to education of any kind at the public expense. Enlightened public opinion has forced a change of base. In granting the right of the State to provide for elementary education, they grant too much for the success of their argument. If the little discipline afforded by a short training in the elementary schools, adds to the safety of society, surely the good effect will be increased by extending and strengthening that discipline. It will not do to assume that higher education adds nothing to the safety of society. History and observation prove that as we descend the educational scale, the per centum of crime and pauperism increases. It is equally out of place to claim that by furnishing advanced instruction free, we are educating the few at the expense of the many, without any adequate return. Who among us is prepared to say that the recipient of a liberal education is the only one benefited by such education? Who is able to fix a limit to the elevating influence of higher education upon society?

It is sometimes argued that the High School can not be made to occupy completely the ground between the district school on the one hand, and the College and University, on the other; that with High Schools in full operation, there will yet remain a place for the academy to fill. To me it is difficult to conceive of a case in which the academy can justly lay claim to this assumed superiority. In fact the High School has the advantage in many particulars. Being supplemental to the higher grades of the district school, it receives its students prepared to enter at once upon the advanced course; while the academy being sustained by individual patronage, is called upon to do more or less preparatory work. Again, in many instances where academies cannot be sustained, high school departments can be successfully maintained in connection with the district schools at a very small additional expense. The High School, too, being a part of a regular system of schools, has the advantage in point of uniformity in discipline and instruction.

It is sometimes objected that High Schools do not afford the advanced training necessary to prepare pupils to enter College. Should this charge be true, (and in many cases it is not,) it is no argument against the ability of High Schools to furnish such training. Is is only an evidence that High Schools, like district schools and Universities, are the result of a growth in education; and that some of them have not yet reached the required standard. Besides, as long as teachers differ in attainments, ability, will, power, and tact, very similar criticisms may be passed upon some schools of every grade, from primary to University. The people may furnish all that is required at their hands, and yet our schools will be largely as the teachers make them.

The fact that district schools have had the effect of closing most of the academies, shows that far too many of our people are content with giving their children an education of the most elementary kind; and, further, that very many of our teachers are totally indifferent to the claims of higher education. The remedy is plain. The Professors in University, College, and Normal School, and the teachers in the public school must work together to insure success. Our whole educational force must be made available. Some of our college men must come down from the pedestal of superiority upon which they have heretofore stood, and strike hands with the humbler members of the teacher's profession. This exclusiveness has produced a species of antagonism on the part of teachers in the public schools, which has been detrimental to both public school and college. It has led to the popular fallacy that the two classes of institutions have no interest in common, and has exercised no small influence in retarding the establishment of the High School which, in the new order of things, is the natural substitute for the Academy. What

is here laid at the door of the public school teachers, has been rather a sin of omission than of commission. In the absence of the stimulus that should have reached him from the College, he has been content with a discharge of less than his whole duty. The time has come when we cannot afford to have one division of the great army of teachers arrayed against another. To achieve complete success, we must have practical unanimity of feeling and action; we must cultivate liberality of views, and a love for education, in its broadest and noblest sense.

Before we can reap a full harvest, there is a vast amount of field work to be done. It is quite certain that the people are not fully convinced of the necessity for High Schools; and it is equally certain that the teachers of the State are largely responsible for this condition of public sentiment. The remedy lies in a full discharge of the teacher's duty, both in school and out. The district schools must be worked up to something near a satisfactory standard. Our aim must be not only to teach well and thoroughly, but to instill into the minds of our pupils an ardent desire for more advanced mental culture. This will put the people right on the question, and ere long we will have prosperous High Schools in all parts of the State.

In order to bring our public school system out of its present chaotic condition and enable every member of that system to perform his legitimate part of the educational work, a general course of study, based upon the true order of mental development, should be prepared for all grades of schools. This course should cover the whole ground from the beginning of the first year in the primary to the Freshman, or Sophomore year, in the University. It should be subdivided into parts, corresponding to the appropriate work of primary, grammar and High School.

As soon as possible this course of study should be adopted throughout the State. Graded schools, from the nature of their organization could accommodate themselves to it in a few months, each grade from the primary to the High School and high school department, commencing at its appropriate place in the course. Such towns as have not already provided for either High Schools or high school departments, should be urged to do so as soon as the proper place in the course of study is reached.

By a hearty co-operation of City Superintendents and Principals of Schools, practical uniformity can soon be established in our towns and cities.

The same course of study can be readily followed in the rural districts, much to the advantage of a majority of those schools. It too frequently happens that the whims and preferences of transient teachers decide what studies shall be pursued. One teacher has geography for his hobby, and neglects other important studies. His successor extols the merits of arithmetic, and gives but little attention to anything else. A third comes, who, being a member of the Gradgrind family, teaches "facts, facts, nothing but facts." And so the infliction continues, year in, year out; no definite object in view; the time almost wasted. A course of study is needed to break up this hobby teaching, give definite shape to the work in hand, and protect the children in their rights.

The sub-district course would comprehend the primary and part of the grammar school course; the central school would embrace the remainder of the grammar school, and such part of the high school course as might be found practicable. Where central schools are not already established, they can be successfully maintained in connection with the more advanced sub-district schools. Township Boards of Education may be authorized to provide their central school graduates with scholarships in the nearest High School when desired, thus making the chain of connection complete from sub-district school to University.

The adoption of some such plan as this, would enable teachers and school officers to compare results, thus promoting a general and healthy rivalry in educational work. It would place in the hands of County Superintendents the means of correcting abuses now prevalent in many

rural schools, and secure to the youth in those districts a large share of the advantages at present confined almost exclusively to our towns and cities. In short, it would give our school system the unity and vitality now so urgently needed to make it a power felt and respected in all parts of the commonwealth.—*Kansas Ed. Journal.*

TOWN HIGH SCHOOLS.

BY W. H. CHANDLER, SUN PRAIRIE.

One of the most frequent and most urgent inquiries, which is made in connection with the common school work is, "In what way can provision be made for instruction of our children, after they have completed what they can be furnished in the district school?" This question recognizes a widely and deeply felt need of schools of a higher grade, that shall do the work of the Academy, as it is found in Eastern and Middle States, and yet shall be so accessible as to render it unnecessary to send children away from the immediate supervision of parents, at a very early age, or to subject parents to the inevitable and considerable expense incident to support away from home.

Some have sought and looked for a solution of this question in the establishment of County Academies. Propositions looking to this end have been agitated in the Legislatures of former years, and a bill has been proposed at the present session, providing for authority for counties to establish such schools, to be managed by a Board of Trustees elected by the people, and to which encouragement shall be given by apportionment from funds to be obtained by direct tax upon the whole State.

The objections attendant upon this scheme are: 1st. The difficulty which would arise in many counties in determining the location for such a school.

2d. The fact that it would not obviate very largely the necessity of supporting pupils away from home.

3d. No number of such schools as the county would be likely to provide, would accommodate all needing such instruction as they would afford, and the probability that they would soon become very local in their benefits.

These are not insuperable objections, but it is feared they are sufficiently formidable to deter many localities from making the experiment for a long time, and it is something to meet a *present* and *pressing* want that is called for.

Some have looked for help in what is known as the "Township District" system, a law permitting the adoption of which, and providing for work under it, is already upon our statute book. It has seemed to me that this has given better promise of good in the direction sought than any other project yet devised. But very little attention, or thought has been given to it, however, as far as I have been able to learn, and not a single town in Dane county, as far as I know, has even taken the pains to appoint a committee to inquire and report upon the advisability, expense or practicability of adopting that system.

In one town, however, in this Superintendent District, an experiment is being tried informally, by some of its citizens, that illustrates how easily, cheaply and efficiently the system might be made to work. I want to make mention of it here, by way of preface to one or two suggestions upon the matter.

In the town of York they have a modest Town House, which of course the town has no use for except upon three or four days in the year. The use of this was secured, and fitted up with seats to accommodate twenty-five or thirty students, not with expensive patent furniture, but comfortably and substantially. Blackboard and Dictionary were supplied; a teacher—Mr. Hicks, of the State University—was engaged, and the school was opened. The students are from several different school districts in the town. Reading, spelling, arithmetic, grammar, algebra, geography, history of the United States and penmanship are taught, the school being arranged in two grades. The patrons of the school share equitably the expense; this will not exceed eight dollars per scholar for a term of three

months, which includes, of course, the expense of fitting up the room. Scholars all board at home, the distance from any part of the town not being so great as to prevent this on the part of pupils of sufficient age to attend such a school. By this means, observe, these pupils are obtaining a thorough and systematic instruction in advanced studies, which it would be impossible for them to obtain at the hands of the district school teacher, however competent, with the multiplicity and variety of duties imposed upon him. The district schools are relieved of classes in these higher branches, and thus are enabled to devote more time and thought upon elementary instruction—give more thorough drill upon the fundamental principles and facts which underlie and make possible all future proficiency. The country schools have thus, largely, the benefit of a graded system of schools, and there is no reason why, under such an arrangement, all who desire may not prepare for the State University as well as the village or city graded school.

The *cost*, though apportioned among only *twenty five*, is insignificant—less than the sum each student taking preparatory studies at the University pays per term *for room rent alone.*

The suggestion I wish to make in reference to this matter is this: Whatever is practicable in this matter in the town of York, is practicable in almost every town. The success of this experiment, thus made under limited conditions, assures me that such an experiment, made under less limited and more systematic conditions, provided in the Township District plan, would, in ninety-nine cases in every one hundred, work so admirably as to commend itself to the judgment of the originators as a great step in the right direction.

Every town ought to have a Town House; very few now have them. Would it not be wise for every town, at the next town election, at least to appoint a committee to inquire fully into the merits of the Township System and report upon the matter?

ART IMPRESSIONS.

The chief impression which a work of art makes upon the stolid mind, whether of a savage or an unsusceptible child, is that of surprise. To the uncultured person a picture or a strain of music is a merely curious thing, something odd, apart from the familiar order. He stares and wonders, but does not legitimately enjoy; his impressions belong to a lower level than that from which the art-faculty builds itself up, and so do not concern the present purpose. One grade above this dumb sentiment the capacity for culture begins: it begins when the mind gets an impression of beauty, rather than of oddity, from the art-object. Nearly all sensitive children commence their art-culture in this way. An elementary delight seizes the young soul in the contemplation of a work of art; a sweet strain of sound or brilliant flash of color thrills the child. The sound of an eolian harp, the wandering harmonies of an unstopped pianaforte string, the glowing hues of some indifferent painting, are enough to awaken in such a mind the master-passion for the beauty of man's handiwork—a thing more lovely than aught which that fresh dewdrop, the soul, has yet reflected in the shining world of surprises.

This love of art's beauty is commonly an earlier love than that of Nature. Art draws the child more strongly than skies or landscapes; it fascinates him with its usually less habitual influences; it gives him new joys in color, sound or form. But soon this love leads the growing mind back to Nature, teaching it to find delight in the grandeur of bays and mountains, in mystical-colored sun-rises, in the wind blowing hoarsely among the hills, in the silence of vast plains or forests.

Does æsthetic growth necessarily pass beyond this admiration? By no means. the art-culture of a large part of the public stops with the acquisition of the sense of beauty. Far from making any further advance in intelligence, people lose the crude but vivid perceptions they had

once acquired. The intrinsic charms of form, sound, color, play upon their unglutted senses, yet their keen gustation of these pleasures lessens with experience, like other enjoyments. The natural fondness for music is perhaps retained the longest. We hear persons say that they enjoy music better than they should enjoy it if they knew more about it, and as regards that keen primitive sense-enjoyment the remark is probably true. If it were also true that knowledge and culture are only to be valued by their power to give pleasure, we might advise all such persons to remain ignorant, and not to disturb their Pierian spring of feeling with a little knowledge. But without the higher, complex pleasure there cannot be intelligent enjoyment.

But this love of beauty, when it is deeply planted, leads to other things than delight. Those in whom it is vitally rooted, grow by the natural law of its growth. If they have opportunity of study, of access to works of art, they soon reach a second stage of development—the point at which art-production and sound criticism first become possible. The developing art-lover begins to see that love and enthusiasm are not enough —that he must bring himself into fuller relations with what he has been content to admire. He begins to reason about beauty, to inquire respecting its foundations in truth, to revise his enthusiasms. He asks, first of all, whether the painting or the statue is a faithful record. He is no longer contented to stand in childlike pleasure before a beautiful work. he begins to occupy himself with the question, Is it true?

At this point the realistic school of art and criticism springs into being. Painters begin to copy Nature carefully and "conscientiously." Critics reduce the whole mystery of art to the most engaging simplicity; its object is truth. They are experts upon the moral purposes of statues and of symphonies: they remind one of theologians who are *au fait* respecting the intentions of Deity. Henceforth, they tell us, the artist is to have no other business than the delineation of realities.—*Lippincott's Magazine for March.*

GOVERNMENT AND DISCIPLINE.

In all the rules and methods of discipline employed, the true object of discipline should steadily be kept in view; namely, to train the pupils so that they may form *right habits.*

Firmness, vigilance, and uniformity, in dealing with children, are of the first importance. The teacher should never resort to violent means, as pushing, pulling, or shaking the children, in order to obtain their attention. All such practices constitute a kind of corporal punishment which, whether that species of coercion be permitted or not, should be most carefully avoided.

Modes of punishment especially painful to the corporeal system, such as the sustaning of wearisome burdens, unnatural and long-continued attitudes of restraint, standing, kneeling, etc., are exceedingly wrongful and injurious. Equally so is the confining of delinqents, by tying them or shutting them in closets. These are all a resort to mere physical force, instead of moral incentives, and involve no appeal to a sense of honor or duty in the child. They do not properly assert the *authority* of the teacher, nor do they really produce *obedience* on the part of the pupil.

When corporal punishment is resorted to, it should be of a proper character—never partaking of that continuous infliction of pain which we denominate torture, and never administered except in a spirit of mildness, and deep regret at its necessity. When all those persuasive incentives and agencies which constitute *moral suasion* have been appealed to without avail, and there is no other recourse, corporal punishment may be resorted to in order *to save the pupil*, but for no other reason. The necessities of discipline may seem to require it, and they certainly do, if in order to meet them the teacher must choose between chastising his pupil in this way and depriving him of the benefits of the school instruction and training, and thus insuring his moral destruction.

In directing the various movements required of the pupils, care should be taken never *to touch them*. The teacher should take such a position before the class as will command the eye of every pupil, and thence direct by the voice, or by a signal. Pupils must be habituated to the impression that the teacher will give his commands but *once*, and that they must be obeyed *at once*.

Harsh tones of the voice are unnecessary and improper. Words of disapprobation may be uttered by the teacher in a tone of *decision*, without the use of any severity that would imply resentment, anger, or antipathy on the part of the teacher. On the contrary, the language used, and the tones of the voice, should always express a feeling of *sympathy* with the child. This is the way to win the youthful mind, and to bend the will, through the affections; a different course will antagonize it, and prevent all real submission, securing only a temporary semblance to obedience.

"As the teacher, so will be the school." It is, therefore, requisite that teachers should rigidly discipline themselves by carefully cultivating habits of neatness, cleanliness, and order, gentleness of manner, a watchful self-control, and a cheerful spirit. In speaking, let the rising inflection of the voice prevail; then, the falling inflection of reproof will be more impressive and effectual.

Teachers should seek to obtain the sympathetic regard of the children by giving a due attention to their wants and requests, which should be fulfilled as far as may be proper and reasonable. Children are quick to perceive and to resent injury or injustice. The child who asks for the privilege of a drink of water, for instance, may be suffering acutely; and, if not accorded relief, when this seems to be perfectly practicable on the part of the teacher, feels a sense of outrage which, for a time, if not permanently, impairs its respect and regard for the teacher. The cultivation of a due feeling of *sympathy* for the children will wholly prevent this. The possession of this feeling in its fullness is the best foundation for success in both discipline and instruction.

Encouragement inspires confidence; and children, more than others, need it. Let it be given in all cases where this can be honestly done. To a want of this in the discipline of classes, are to be ascribed the timidity and reserve so often manifested among pupils by a hesitating manner, a low voice, and a tone of inquiry in response, especially to strangers. A proper degree of encouragement renders them confident and spirited, eager to tell what they know, and in an audible tone of voice. Encouragement has a peculiar influence in promoting both mental and moral improvement.

Public exposures and badges of disgrace belong to a class of punishments which, if ever resorted to, should be employed under careful limitation, and with great circumspection and prudence, for it requires a skillful, discreet, and conscientious teacher to use them safely and with advantage. In the discipline of girls, they should be avoided altogether, as destructive of that nice sense of shame and that delicate sensibility to reputation which are to be most carefully fostered in the female character.

Cleanliness, method, and regularity are among the first and most necessary elements of popular education. Every rule requisite to maintain or impart these should be diligently and punctiliously enforced.

Education is unfinished until the physical powers are brought into subjection to the understanding and the dictates of morality and social refinement. Children should be taught how to sit, to stand, to move, to walk. Rules are required for this; but they need to be only few and simple, and the nice and watchful observation of children renders it quite easy to enforce them, provided they are not capriciously applied. Children must first be taught them, and then *never* permitted to violate them without admonition or correction.

Teachers should never forget that their pupils are constantly and closely watching their conduct, and that they are prone

to imitate whatever they observe. They should, therefore, see nothing that they may not safely imitate. There is an "unconscious tuition," the silent influence of which produces the most permanent effects.

The character of children is greatly affected by their surroundings. These should, therefore, be neat and orderly. The rooms in which they assemble should be clean, the desks and other furniture, as far as possible, without injury or defacement, and everything giving evidence of constant and punctilious attention. Children, from the contemplation of these things, unconsciously acquire habits of order, neatness, and regularity, which have an important bearing upon their usefulness and happiness in after life.

The basis of *good order* is attention. It does not require that the pupils should occupy, for any certain time, a fixed position; that they should be compelled to strain their glances upon a given point; that they should be as motionless as statues. All this is unnatural; and whatever is unnatural is really *disorderly*. The postures should be graceful, easy, and uniform, but should be frequently changed; the movements, while as simultaneous as perfect attention would necessarily produce, should also be easy and natural.

Good order involves impression rather than repression; it does not consist in a coercion from which result merely silence, and a vacant gaze of painful restraint, but it results from the steady action of awakened and interested intellect,—the kindling of an earnest purpose and an ambition to excel. Hence by making punishment the first, instead of the last resort, the true object of educational discipline is defeated. The prevailing atmosphere of the class-room should be always that of kindness and love, equal to that of a parent, in whose place indeed the teacher is for the time; and it will be almost invariably found that everything essential to effective discipline will spring from an interchange of confidence and regard between teachers and the pupils committed to their instruction.

Those who have the management and instruction of our Common Schools should exercise the greatest care that their teachings and influence be not exclusively intellectual,—that they tend not merely to inform the mind, but to form the character,—not only filling the head, but impressing likewise the heart. Even where the operations of these schools are confined to *teaching*, let the kind of knowledge and the mode of imparting it be dictated by considerations having in view moral and religious, as well as intellectual, improvement. Let the knowledge imparted be always such as will refine, ennoble, elevate. When scientific truth is presented, let the pupil be led to look not simply *at* nature, but "through nature up to nature's God;" let him learn the laws and phenomena of the physical universe with the spirit of the Psalmist, when he exclaimed, "When I consider the heavens, the work of thy fingers, the moon and the stars which thou hast ordained, what is man, that thou art mindful of him, and the son of man that thou regardest him?" Thus may instruction in every class and grade be made effectual, without the dogmatic teaching of sectarian tenets, in subserving and promoting the best interests of its pupils, both temporal and eternal. Any scope or intention short of this would certainly be inconsistent with the intelligence, as well as the moral and religious character of our age and country, and must render our Common School education, as a means of fostering and supporting the free institutions of our Republic, unworthy of support or vindication.—*From* "How to Teach," *a New Work.*

Science Lessons.—One of the most important changes which we have made during the year has been the abandonment of the old course of oral lessons in form, place, color, objects, &c., and the adoption of an entirely new course upon a new plan. In the old course the oral lessons were given daily, and neither the teachers nor the pupils were able to make suitable preparation for them. The lessons were all very short, generally superficial, and were not unfrequently omitted

altogether; hence, the results obtained were not of a satisfactory character. In the new course, we have arranged primary lessons on various subjects, including objects, plants, animals, physiology, natural philosophy, chemistry, astronomy, &c. The course is so arranged that those who remain in school three years will receive a series of simple and easy lessons in common things, animals, plants, and objects; those who remain in the school five years will receive, in addition, a primary course in physiology and physics, and an advanced course in animals; while those who remain longer will recur to the same subjects in a more comprehensive and scientific manner with lessons in chemistry, astronomy, and physical geography in addition. The lessons are given once each week, occupying from forty minutes to an hour on Friday afternoon. The subject of each lesson is announced to the pupils a week in advance of the recitation. Such directions are given as will enable them to pursue their investigations during the week advantageously. They are urged to find out all that they can by observation, by inquiry, and by reading. The whole school is thus sent out as a corps of observation. A lively interest has been manifested in these lessons by both teachers and pupils; and they have proved to be a source of much pleasure and profit. Often, the children have been so much interested, so full of questions and remarks, that the hour has been altogether too short for the exercise.—J. H. SMART, *Supt., Ft. Wayne.*

PUNCTUATION.

As oral speech has its tones and inflections, its pauses and its emphases, and other variations of voice, to give greater expression to the thoughts which spoken words represent, and to produce on the mind of the hearer a more rapid and intense impression than lifeless ennunciation could effect; so written or printed language is usually accompanied by marks or points, to enable the reader to comprehend at a glance the precise and determinate sense of the author,—a sense which, without these marks, would in many instances be gathered only by an elaborate and painful process, and very often be misunderstood. It therefore obviously follows, that the art which serves to elucidate the meaning of a writer, to bring out his ideas with more facility, and to render his expressions a genuine transcript of the feelings and sentiments which he would convey to the hearts and the minds of others, is entitled to no small degree of attention.

Now, it is indisputable that punctuation *does* conduce to make written language more effective, by exhibiting with greater precision and definiteness the ideas, feelings, and emotions of an author, than could be accomplished by a mass of words, however well chosen, if brought together without those peculiar marks which show the multifarious varieties of union or of separation existing in thought and expression. For what is punctuation, and what its aim? It is the art of dividing a literary composition into sentences, and parts of sentences, by means of points, for the purpose of exhibiting the various combinations, connections, and dependencies of words. And what is this process but a means of facilitating that analysis and combination which must be made, consciously or unconsciously, before we can penetrate to the very core of an author's thoughts, and appropriate them as food for the life and growth of our own minds?

We would not overrate the importance of punctuation, or deny that many subjects are worthy of a higher regard, and have a more immediate and vital influence on the well-being of society. But we would emphatically say, that this subject ought to be understood by all who are led, by the bent of their tastes, the force of their genius, or their condition in life, to enter upon any of the walks of literature, whether they would tread an humble and a beaten track, or wander into paths adorned by flowers and fruit. It is related to philology and metaphysics, and indeed, more or less, to every science or art communicated by the instrumentality of written language. It is intimately connected with the principles of

grammar; subservient to the purposes of syntax; essential to the clearing up of ambiguities, which so often obscure composition; and useful to the more ready understanding even of those sentences whose construction is not liable to the charge of obscurity. By the omission or the improper insertion of points, not only would the beauties and elegancies of literature, but even its advantages, be faintly discerned and enjoyed, except by the most attentive readers, or by men of superior taste and information: the sense of even the more simple and familiar class of productions—such as the narrative, the essay, or the epistle—would be liable to be misapprehended, or, at least, to be imperfectly understood. Indeed, the perusal of a single page of any work will bear testimony to the comparative value of a just punctuation. Nay, scarcely can a sentence be perused with satisfaction or interest, unless pointed with some degree of accuracy.

Notwithstanding, however, its utility, punctuation has not received that attention which its importance demands. Considered merely as the plaything of the pedant, or as the peculiar function of the printer, it is often neglected or perverted by those who have occasion to present to the eye either their own thoughts or the thoughts of others. The man of science, the mental philosopher, and the philologist seem to regard it as too trifling, amid their grander researches into the laws of the universe, the internal operations of the human mind, and its external workings by means of language. The grammarian passes it by altogether unheeded, or lays down a few general and abstract principles; leaving the pupil to surmount the difficulties of the art as well as he may. The lawyer engrosses in a character perfectly legible; but, by its deficiency in sentential marks, it often proves, like the laws of which he is the expounder, "gloriously uncertain" as to the meaning intended to be expressed. The painter, the engraver and the lithographer appear to set all rules at defiance, by either omitting all points or misplacing them, when required in certain departments of their work. The letter-writer, with his incessant and indiscriminate dashes, puts his friend, his beloved one, his agent, or his employer, to a *little* more trouble, in conning over his epistle, than is absolutely necessary. Even the author —who, of all writers, ought to be the most accurate—not unfrequently puts his manuscript into the printer's hands, either destitute of grammatical points, or so badly punctuated as to create a needless loss of time to the compositor.

But enough has been said to demonstrate the necessity for an increased attention to the subject, and to prove a very obvious, though not an acknowledged, truth, that the principles of punctuation must be duly learned, before they can be understood, or brought into systematic and perfect use. The question, then, will naturally arise, How is the desired improvement to be effected? how are the theory and practice of the art to be attained? We answer, By the most simple means; by the very means which are so well adapted to other subjects of learning. Let punctuation form a branch of academical instruction; let it be studied, after a competent knowledge of English etymology and syntax has been acquired; let the rules be thoroughly comprehended by the pupil,—be explained to him, if necessary, in the teacher's language, and re-explained by himself in his own words. Let him also write copious exercises, in order to bring into further play his judgment and taste; and let him present to his teacher these trials of his skill, to be examined and approved or corrected. By this means will he soon be capable of so punctuating his own composition as to be read by others with ease, pleasure and advantage.—*From* JOHN WILSON'S "*Treatise on Punctuation.*"

GUARD THE HEALTH OF SCHOOL GIRLS. —The following timely warning is from a report of the Superintendent of Education in Massachusetts:

"The vigorous and effective system of military drill provided for all the boys in our high schools has, in my judgment, been of incalculable advantage; and its

moral results have been no less than its physical effects. It is good, both for those who command and those who obey. Still I feel bound to say, and to say it with emphasis, that there is great room for improvement in physical culture. We ought to aim, not merely to avoid injuring the health of pupils, while carrying on their instruction in our schools, but to increase their physical culture, strength and beauty. I dare call that system of education a failure which sends out into the world, to fight the battles of life, its finished graduates, with narrow shoulders, flat chests, crooked spines, pale faces, weak muscles and low vital energy. Our boys receive less physical injury from their schooling than our girls. Nature helps the boys more. The boy manages to get some wholesome play. But the poor girl is easily crushed under the terrible weight of school lessons. Her strong love of approbation, given to her for a wise purpose, is easily made to work her physical ruin by the machinery of examination. I do not hesitate to tell any mother in Boston that in the present state of things the head of a class in a school is not a very safe or desirable place for a girl to occupy. In conclusion, I urge two items of immediate reform in this matter: First, that the rules in regard to the home lessons be rightly enforced; and second, that our high school girls shall no longer be seen carrying home daily, for study, large bundles of class books."

UNIVERSAL EDUCATION.

The first step towards Universal Education is to act on parental judgment and affection; to awaken in the minds of parents the conviction that with them it rests to determine, in great measure, the failure or success of their children in coming life; and to show them the necessity of earnest effort to secure for them, in addition to home training, the best possible educational advantages. When once their interest has been awakened, and they are led to notice that other children in circumstances like those of their own households, by availing themselves of the means of education placed within their reach, have been enabled steadily to rise till they have attained the highest position, the largest wealth, the greatest honor and influence; to gain, in short, what are regarded as the highest prizes of life; when they see that the artists, the men of science, the scholars, the poets, orators and statesmen, to whom the world does homage, have ascended from the lowest to the highest of human conditions by means of personal training and culture, they will, as a matter of course, become eager to secure for their own children the benefits of education. Great numbers of parents, if proper pains be taken, may so be taught to claim it as their right—far better than to have them driven to it as a duty—to secure for their sons and danghters every advantage that the best public schools, and afterwards perhaps the higher institutions can bestow.

It may be thought that this method of beginning with the family will prove too slow; that to wait till parents shall have learned to demand that provision be made for the education of their children, will be to defer indefinitely the day when the means of culture shall be enjoyed by all. To this objection two answers may be given: First, were this true, it is none the less beginning where alone, in the nature of things, a sure foundation for universal education can be laid; so that it were best to adopt this course, although it would take no longer. But secondly, that if once it be clearly understood that this is the primary thing to be done, and the efforts of those who would promote the cause of education were energetically turned in this direction, it need not require so very long a time to enlighten and move the majority of parents. Even now it is often seen that parental solicitude prompts the common laborer, himself uneducated, not only to desire, but to make great sacrifices to secure for his children the educational advantages which may prepare them to rise in the social scale, and become, in the various contests of life, the rivals of the best. What then might not be looked

for, if systematic and effective means to enlighten them were used; if courses of popular lectures, for example, were arranged in a way to reach the many who need to be instructed on the subject; if by friendly visitation in their homes, they were approached with persuasive words; if simple tracts and books, prepared for the special purpose, were placed in every family where there was any one who could read; and above all, if the various Christian Churches, conscious of a high responsibility in relation to the matter, would co-operate vigorously in the work; and the ministers of religion, and the great army of Sabbath-school teachers, would faithfully teach the inexpressible value of education to all classes? We hold it certain, that if the masses who to a great extent neglect to seek a proper training for their children, were approached on the subject of education as a right to be justly claimed, and a great and precious benefit, with something like the earnestness and perseverence that have been exhibited in relation to temperance, for example, it would not be found difficult to enkindle in the minds of great numbers, now indifferent, a strength of desire, an enthusiasm even, in behalf of education, that would speedily and greatly swell the ranks of pupils in our schools. The movement once begun, moreover, might be expected to advance in geometrical progression. Almost nothing has as yet been attempted in this direction. The experiment should faithfully be made.

While endeavoring to bring parental influence to aid spontaneously in securing attendance on the public schools, the schools themselves must be invested with an attractiveness which shall be a positive element of power. The locality, the edifice and architectural arrangements, the methods of government and instruction, the entire atmosphere and genius of the place must be made such as to invite attendance. The reverse of this was very generally found to be the case by Mr. Mann, in Massachusetts, and by Dr. Barnard, in Connecticut. The common school house of forty years ago, even in the best rural districts of New England, was too generally placed on a site appropriated to this purpose apparently because it was good for nothing else. It might be on a naked rock, a barren sand or clay bank, or a piece of bog meadow, without enclosure, shade or ornament; hot as an oven beneath its low roof in the summer, and in the winter half-warmed with its open fire-place. In the cities, of course, the state of things was better, but almost everywhere it was bad. Within the unsightly edifice were found seats hardly more comfortable to sit in than the stocks, and much too commonly an almost ferocious severity of discipline. With honorable exceptions, the teachers knew comparatively little of the art of teaching, or of the pleasant devices which it belongs to that art to employ in relieving monotony by well-adjusted change, and breathing over all a spirit of cheerful animation. No wonder that children shrank from leaving home, especially when that was bright and happy, to spend long hours each day where all was sombre and forbidding. Let the location of the school-house be pleasant, healthful and convenient; let its architecture and outward aspect, its surrounding trees and shrubbery, when these are possible, its walks and its playgrounds, and all its internal economy and arrangements, be such as true taste and fitness will approve; and above all, let the teacher be one who practically understands the art of combining the necessary authority with a spirit of refinement, gentleness, and love; and the place will have a charm about it which both parents and children will not fail to recognize. One of the earliest attempts that we remember to make a large school positively attractive and enjoyable, was that of Mr. Jacob Abbott at the Mt. Vernon school in Boston, a private school established over forty years ago. As it was in the midst of a city there was nothing external to distinguish it; but its arrangement of studies, its variety of duties, its well-timed recreations, its perfect order, which made the whole appear as if moved by unseen clock work, and the kindly and genial spirit that seemed en-

tirely to pervade the place, gave it to the pupils the attractiveness of a social gathering for the enjoyment of a refined and noble pleasure. By similar means, even in the heart of the city of New York, the Twenty-seventh Street public school has for a long time been kept crowded; the parents being eager to send their children, and the children counting it a hardship to be excluded. It will be an immense advantage gained, when to the minds of parents and children generally, the public school shall seem surrounded with a lustrous halo, and connected with all sorts of pleasant associations.—RAY PALMER, *in the International Review for January.*

HOW TO READ BOOKS.—The substance of Bishop Potter's "Cautions and Counsels," from his "Handbook for Readers and Students:"

1. Always have some useful and pleasant book ready to take up in "odd ends" of time.

2. Be not alarmed because so many books are recommended.

3. Do not attempt to read much or fast.

4. Do not be so enslaved by any system or course of study, as to think it may not be altered.

5. Beware, on the other hand, of frequent changes in your plan of study.

6. Read always the best and most recent book on the subject which you wish to investigate.

7. Study subjects rather than books.

8. Seek opportunities to write and converse on subjects about which you read.

9. Refer what you read to the general head under which it belongs; if a fact, to the principle involved; if a principle, to the facts which follow.

10. Try to use your knowledge in practice.

11. Keep your knowledge at command, by reviewing it as much as you can.

12. Dare to be ignorant of many things.

Read, not to contradict and confute, nor to believe and take for granted, nor find talk and discourse, but to weigh and consider.—*Bacon.*

OFFICIAL DEPARTMENT.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

EXTINGUISHMENT OF DISTRICTS.

Question.—If a school-district has failed for "two successive years" to have a school, is it not the duty of the town board to extinguish the district by attaching it to other districts?

Answer.—The amendment to the law *requiring* them to do this, was passed only a year ago, and it is not the *duty* of the board to act in the matter, under this amendment, until two years have elapsed from the time the law took effect (February 28, 1873.) Under the general power given to town boards, however, to "form and alter districts," (Sections 1, 10–16,) they can at any time, if they think best, extinguish a district by attaching it to some other district or districts.

Q.—In case a town board does not extinguish a district within thirty days after the two years of neglect to maintain a school have expired, can it be done afterwards?

A.—Most certainly; the specification of thirty days is merely directory, the intent being to prompt the board to act without unnecessary delay, or fears of giving offence.

Q.—Can a district legally be altered after application has been made to the land commissioners for a loan?

A.—There is no provision of law to the contrary, but if the district is apprehensive that the proposed alteration may prevent the loan, it can request the town board not to make it. A district cannot be altered after such a loan is effected until it is paid.

DISTRICT MEETINGS.

Q. Can a minority, at the annual meeting of a district, vote money, elect officers, etc., if the majority present do not vote?

A. Yes; the action of those who do vote is legal, although the majority do not vote—that is, make themselves mere spectators and not participate in the meeting.

Q. In case a district votes to change

the annual meeting to the last Monday in August, and the clerk fails to file the resolution with the town clerk, is a meeting in August, and an election of officers at that time, legal?

A. It is not. The filing is necessary to give effect to the vote.

Q. In such a case would it be legal to hold the next annual meeting in September, as usual, without any previous vote of the district, changing back?

A. It would, because the previous vote to change to August was inoperative, for want of the filing of the resolution to change.

POWERS OF SCHOOL BOARDS—RIGHTS OF PUPILS.

Q. Can a school board require compositions and declamations as exercises of the school, and suspend a pupil for non-compliance?

A. The board has this power, under sections 52 and 55. A teacher possessed of much "gumption" will lead all pupils, according to age, to the art of expressing thought in writing, and of uttering sentences without reading from a book. To this end it is not necessary to have it all done on "Friday afternoon," under the frightful names of "compositions" and "declamations," but rather in connection with the ordinary lessons.

Q. Can a school-board or teacher exclude pupils from school, if danger of contagious disease is apprehended from their presence?

A. A board must be held to have this power, and may give directions to the teacher in regard to pupils coming for instance from a family where the small-pox exists, or has recently prevailed.

Q. Can a majority of the board do this, if the other member presents the the certificate of the medical attendant upon the family that the danger is over?

A. The certificate of an intelligent, discreet physician, should have weight, but the board has a discretion whether to consider it conclusive. If injury is claimed to be suffered, by unreasonable action of the board, the parties suffering can seek redress at law.

Q. (By a lady.) Cannot my deceased sister's two orphan children, living with me, attend school in the nearest school-house, free of tuition, it being two miles to the school in this district? I am not able to pay for their tuition, as is demanded.

A. A legal *right* to attend school, free of tuition, can be claimed for children only in the district in which they have a legal residence; but if there is no reason for the exclusion of the children from the school near them, because it is crowded, or otherwise, humanity would of course dictate that they should be allowed to attend. Perhaps if you request it, the supervisors will set you into the nearest district.

RIGHTS OF TEACHERS AND PUPILS.

Q. If a teacher quits his school before his term is out, can he collect pay for the time he has taught?

A. If he contracts to teach a certain length of time, he must do so, to be entitled under the contract, to recover wages.

Q. Can a majority of the district board authorize a teacher to teach on Saturday, if this was not provided for in the original contract?

A. The majority of the board and the teacher, by mutual agreement, may alter the contract (in writing) to that effect; but that the board may act lawfully in the matter, a meeting of the same must be called.

Q. As the 22d of February comes on Sunday this year, are schools and teachers entitled to a holiday on Monday?

A. They are so entitled, under Chap. 243, Gen. Laws of 1861.

Q. Is it the duty of the teacher to light the fire and sweep the school-house, if not so specified in his contract?

A. It is not; but if it has been customary he may think it better to do it than to refuse. Generally the services of the larger scholars can be brought into requisition for these things.

Q. Has a teacher a right to keep a scholar after school, for disobedience during school hours, for correction?

A. There is nothing improper in doing so, if this seems the best course. (See next question and answer.)

Q. Has a teacher a right to detain a scholar after school, to learn lessons neglected during the day?

A. This would be right, if it worked no harm otherwise. A scholar's time, however, out of school hours, may be due to others, or his help may be needed at home; and frequent detentions might punish others more than himself. Some other discipline—perhaps degradation to a lower class—might be more proper. Very often expostulation, encouragement or advice may stimulate to study more than punishment. Let the teacher see also if he cannot throw more interest around the lessons for the dull ones. To arouse the mind is better than to beat, confine, or detain the body.

MISCELLANEOUS.

Q. Has a county superintendent any right to grant a certificate to a person who speaks only German or Norwegian, or some other foreign language?

A. It is a violation of law for a superintendendent to do so. Section 102. Not that it is an offence to speak some other language than English, nor that one doing so may not be able to teach well, in his own language; but the policy and the law of the state contemplates only English schools (see section 55,) and all teachers, therefore, must "write and speak the English language with facility and correctness." If they can use another language, so much the better.

Q. Is a school taught in any other than the English language a legal school?

A. It obviously is not, and a town clerk would be justified in refusing to apportion money to such a school.

Q. How is a town clerk to apportion the county school tax among the respective districts—according to the number of scholars or upon the assessed valuation in each district?

A. All moneys apportioned by the town clerk must be apportioned upon the number of persons over four and under twenty years, *in the districts which maintain d schools at least five months*, during the previous school year, by a duly qualified teacher. (See sections 58–9.)

EDITORIAL MISCELLANY.

WHAT OUR SCHOOLS MOST NEED.

The mass of the teachers in our common schools are young and inexperienced, and have reached but limited attainments in the most elementary branches. A large share of them, as they come forward from year to year, pass but a tolerable examination. Of 7,619 certificates granted by county superintendents last year, 6,986, or about 13 out of every 14, were of the third grade. More than half of these barely rise above the minimum standard of qualification required.

No wonder, therefore, that it is the complaint of the more discerning superintendents, that what the schools chiefly need is not more branches taught, but better teachers; that is, teachers of more knowledge, skill and experience. Only with such teachers is it possible to expect better teaching, or wise to attempt any enlargement of the subjects taught. But until our young teachers have better facilities for obtaining instruction, it is idle to attempt to elevate the standard of their qualifications by imposing upon them either a more severe or a more extended examination.

It is very true that the work now done in the public schools is to a large extent mechanical and unfruitful, because consisting of the utterance of words and the memorizing of rules and abstractions, more than in the presentation and comprehension of facts, of ideas and of principles. It is also true the remedy consists in going back to nature; to her thousand objects, her methods, her teachings. But unfortunately this cannot be brought about by statutory provisions. A change must be wrought *in the teacher*—that is, we must have a different body of teachers, who can not only go outside of books, but whose minds are more matured, cultured and expanded, and whose souls are imbued with both a knowledge and a love of nature and her teachings.

But when and how shall our schools be supplied with such teachers as these? Manifestly not to any great extent in this generation, as things now are, with here

and there some happy exceptions. When, however, the territorial arrangement of our system is so changed that all the schools, of a town or other proper division of territory, are placed under one intelligent board, the way will be open for proper local supervision, for re-arranging and grading the schools, for introducing method and system, and especially for opening in each town, or other consolidated district, a central school of an advanced grade, and placing therein at least *one* teacher of the character above described, and one who shall be the center and sun of the educational work of the town. It is obviously the province of our normal schools to furnish such a class of teachers, and not beyond their capacity, when they shall be developed and shall be enabled to rise up to their proper work of professional instruction and training; and it may be hoped that they will reach this point in a not remote future. Much more than this they cannot do; and we are of the opinion that when a fourth normal school is in operation, we shall have all that will be profitable, and that it will then be time for the normal board to look into the Constitution, and observe that it names academies as well as normal schools, as a feature of our school system.

To reach the masses of the young teachers and of the young persons who for a long time will continue to recruit the ranks, other agencies than our gigantic and expensive normal schools are required, and these agencies must be systematic, permanent and effective. Those who think, if any such there are, that this great want can be supplied by the fitful, fragmentary and uncertain appliances of the teachers' institute, take a superficial view of our educational condition and needs. Local Normal Academies, in sufficient number to meet the whole wants of the State, must be provided for, and provided for at public expense. Not necessarily in every county—that is a matter of detail, but in as many localities as circumstances shall require. The instruction and training needed by the mass of the young teachers must be brought near to them and surround them, beginning in the local district schools, by seeking out, encouraging and developing the best material, leading to the highest grade in the town schools and thence to the local academy, following it back to the schools in the character of under teacher, and, in its best and most promising examples, winning it up to the normal schools of higher grade, there to be trained for higher work. No system that comes short of this will ever meet our wants, or essentially and permanently lift our public schools up to their proper standard of efficiency and excellence.

Two years ago a bill was introduced before the Legislature having this end in view. Its originator, Hon. Mr. Kuntz, had no expectation that it would be enacted into a law at that time. He desired merely to draw attention to the subject. During the present session, he has brought forward the subject again, and it meets with a good deal of favor. As we remarked in the January number, the measure not only met no opposition, but received warm advocacy at the meetings of teachers and superintendents held in December. In this connection we call particular attention to the article by Dr. Carpenter in the present number, in which he has written out the substance of his remarks at the meeting of teachers above alluded to. In common with intelligent educators on every hand, he points out the need of a class of intermediate schools.

These schools are needed for two purposes: to afford a systematic, and to some extent, a normal training for the great body of young and subordinate teachers, and to fit a higher class of students on the one hand for the normal schools and thus relieve them of merely preparatory work, and on the other hand for the colleges and the University.

To this end, each school would require, in order to its greatest efficiency, two associate principals; one for Normal and one for Academic work. Mr. Kuntz proposes that the Normal principal shall be *ex officio* County Superintendent. This would do well perhaps, in connection with the

town system, which would enable us to secure efficient local supervision, and thus leave the County Superintendent to his more appropriate duties, the examination and improvement of teachers and the general supervision of the schools, and with no expense to the county for his services as such, except perhaps for stationery, printing and traveling.

The Academies of the eastern states, as well as their Colleges, have been one of their chief sources of educational advancement. Without them, neither the Colleges nor the Common Schools could have done their work. That many of them have ceased to be, has resulted from the fact that they did not see the need of becoming part and parcel of the great system of free schools. The general introduction or restoration of such schools in all our States is only a question of time. The objections to them commonly made are such as grow out of the fact that hitherto they have usually been private or corporate institutions not readily accessible to all. These objections will disappear when they are made an integral part of the public school system.

THE article in this number, by a Missouri Superintendent, copied from the Kansas *Educational Journal*, seems to find an antagonism between high schools and academies; but the writer evidently conceives of academies as having no mode of existence except their old conventional one, as private or incorporated institutions. The fact is, however, that a *public* school, of a high grade, may just as appropriately be called an academy as a high-school; and we once attended a private institution of an academic grade which was called a high-school. What is needed, is merely this: that the link now so generally wanting between the common schools and the higher institutions of learning be supplied as a part of the common school system. It matters not whether these intermediate schools be called academies or high-schools—their office would be the same. The high-schools usually to be found in northern towns and cities, supply the want, in their respective localities. Now then let us have schools of a similar grade to supply the "rural districts" not thus provided for.

THE timely article by Supt. Chandler shows how easy it is to take some steps toward a town organization of schools and the establishment of a town grammar-school. Such a school, drawing in the advanced pupils of the town, so far grades all the local or district schools, and is the natural and necessary stepping-stone for such pupils to the county academy, or high-school.

ADORNMENT OF SCHOOL GROUNDS.

We wish this month to say a few earnest words in reference to school house surroundings. These are, in the country districts, generally destitute of all attractiveness. Too often the school building is located on a bleak, treeless, desolate appearing spot. There is often no fence about the yard. It is sadly true that fully two-thirds of the country school houses and grounds are a disgrace alike to the cause of education, and to the districts in which they are located. There is need, crying need, for reform in this respect. One important means of rendering our common school system more effective is increased attractiveness about and within the school building. Just now we wish to confine our remarks to the school grounds.

The more spacious these are the better. In country districts they should certainly never be less than half an acre. One or two acres would be better. But of whatever size the school yard may be, let it be inclosed by a neat and substantial fence, and let it be adorned at least with trees. Our special object in the present writing is to urge upon school officers, upon teachers, upon scholars, upon all friends of the common school, to see to it that something be accomplished in this direction the present spring.

Is the school yard in your district barren of trees? Do the four walls of the building stand up from the desolate ground, unrelieved to the eye, unsheltered from the hot summer's sun? If so, then

meditate at once some plan by which trees shall be planted this very season, as soon as the ground may be free from winter's frost. We ask little or no expenditure of money—little bestowment of labor,—only a little planning now, while there is yet leisure, and a little prompt action afterwards, when the season for transplanting has fully come. Consider where the trees may be obtained. Select three or four sorts—maples, elms, white ash, etc.,—all hardy, fast-growing varieties. Let them be, if possible, not less than an inch in diameter of stem. Plant them with care along the front and sides of the inclosure, and a few elsewhere, as taste and utility may dictate. Put a mulch over the roots, and, if thought necessary for their protection, drive two or three stout stakes about each tree. It is no great task thus to plant a score or two of trees. And the labor is well invested. Year by year they will grow. The children will be better and happier for them. The teacher will enjoy them, and will do better work. The neighbors will, as they pass by, rejoice at their increasing beauty. The chance traveler will, on seeing them, draw favorable inferences respecting the character of the people in the district.

We wish these words might, in every village and district where they shall be read, excite some one to vigorous action in this matter. We suggest that the teacher call the attention of the school board to it. If nothing can be accomplished in this way, let there be a conference with some unofficial but public spirited person who will take the initiative. As the pecuniary expense will be slight, we suggest that it might often easily be met by a subscription.

If the masculine portion of the district cannot be made to feel an interest in this subject, we further suggest that it be referred to the women thereof, as to a court of final judicature. *They* will take an interest in the matter. If in the church the floor needs a new carpet, or the pulpit a new cushion, women know how to supply the want. Are not women as much interested in the comfort and attractiveness of the school in which their children spend so much of their time at an age when character is most easily molded? If women cannot yet vote in the school meetings, nor hold school offices in the districts, have they no influence, if they choose to exert it? Let this be answered by woman's voice—pathetic, pleading, powerful—as it comes to us from the temperance fields she is conquering in Ohio and other States. Indeed, we are inclined to think there are unexpected and great possibilities of help from women in educational reform, as well as in temperance reform, now lying latent in her nature; and there is as much need for her aid in the one as in the other,—and great need in both.

That *she* should move to secure greater attractiveness to school buildings and grounds seems eminently proper. She has a keener love for the beautiful in nature and art than man has. She can more fully believe in its ameliorating and refining influence over children. Let her think of these things. Let her know that none are more directly interested in them than herself. Let her believe in her right and in her power. Let her, if found necessary, organize the movement and secure the money, or the public sentiment—or both—that shall rapidly change the unsightly, inconvenient, unwholesome school houses and their surroundings, which now so largely disgrace the State, into neat, attractive, healthful, and refining sources of better primary culture.

To County Superintendents we also commend this matter. They can do much by their influence to promote this worthy reform. Their duty is not wholly performed when they have complied with the letter of the law in respect to examining teachers, visiting schools, holding institutes, &c.; but they should be keenly alive to the good or bad influences of external surroundings—those things by which children are educated through the eye. Let them by personal advice and appeals, as they visit the several districts, and by strong words in their annual reports to supervisors, seek to awaken the people to the wisdom of improving their

schools by making them more comfortable and attractive to the senses.

In concluding our remarks on this subject for the present, we earnestly commend to the perusal of all the admirable words of Dr. Ray Palmer which are printed on another page.

SINCE mankind has been interested for more than three thousand years in the discovery of the site of ancient Troy, what intelligent person can be found whose heart is not stirred by these stories that now come from that classic spot? Ilium at last really unearthed! Human eyes now gazing upon the treasures of Priam, lost in that dread night of the city's overthrow! The Iliad proved to be history! Are we awake, or is it a vision of sleep? The following paragraph is copied from a recent issue of that staid journal, *The Nation:*

ANCIENT TROY.—Dr. Schliemann's excavations at Hissarlik, began in the month of April, 1870, and ended last summer. In these three years he has discovered more than all previous explorers had done since the burning of Troy. At the depth of 16 metres (about 58 feet) he reached the virgin soil—the rock—and in this space he discovered traces of five, or possibly six, different periods of habitation. "The oldest is of an antiquity extremely great. The second, which consists of ashes and burnt earths, bears throughout the traces of great conflagrations." In this are houses built of raw bricks, the whole powerfully fortified with a wall of circumvallation, and containing an altar to Minerva, and, more remarkable still, the ruins of a palace which was evidently the habitation of a rich and powerful *seigneur*. The third layer, which is of earth, encloses houses made of stones held together by mud. The case is the same in the fourth. Above this a very thin layer contains vases that seem to be of Lydian production. "The brick layer is first archaic Greek, then Hellenic '*des bonnes epoques*,' then Græco-Roman, and finally Imperial—*i.e.*, the objects found in this layer disclose three successive periods. It is the second layer, of course, which is supposed to be that of ancient Troy; the palace which Dr. Schliemann unearthed being, on this theory, Priam's, as well as the royal treasure found, which was apparently thrown away in the flight from the burning palace. M. Burnouf evidently inclines to the belief that it is indeed the Troy of Homer which has been so strangely unearthed, though he thinks the question not positively settled. But it would be greatly belittling the discoveries of Dr. Schliemann to suppose that their value depends on this point. Their immense importance depends on the fact that in the twenty thousand objects—houses, vases, ornaments, weapons, tools, etc.—discovered and collected by Dr. Schliemann, we have records which carry us back to the very childhood of the world. No one can yet say what strange and new light these discoveries will throw on the speculations of mythologists, ethnologists, and indeed of all scientific men. M. Burnouf, who has examined the collection at Dr. Schliemann's request, and is himself one of the half-dozen men in the world who are really Homeric experts, has been we may almost say startled by the magnitude of the discoveries. What they really are time and study can alone prove. Dr. Schliemann is publishing a book with a descriptive catalogue of his museum.

WE record a pleasant call from Supt. Sawyer of Clark county. If appearances are not deceiving, that county is worthily represented by an active and capable man. Mr. S. informed us that he had substantially finished his tour of visitation, and reports the schools mostly in a prosperous condition.

THE Teachers' Association for Northwestern Dane County, will hold a session at Middleton, Saturday, March 14th. Papers will be read by Supt. Frawley, L. H. Harvey, J. F. Morrow, Miss I. C. Childs, Miss A. Herkimer, and Miss L. Greening.

A GOOD man is kinder to his enemy than bad men are to their friends.—*Bishop Hall.*

SPRING INSTITUTES.—The following are the appointments made:

To be conducted by Prof. R. Graham—Outagamie county, at Appleton, March 16; Portage county, at Amherst, March 23; Rock county, second district, at Milton, March 30; Clark county, at Neillsville, April 6; Eau Claire county, at Eau Claire, April 13; Brown county, at De Pere, April 20.

To be conducted by Prof. D. McGregor—La Crosse county, at West Salem, March 16; Dane county, first district, Stoughton, March 23; Juneau county, Mauston, March 30; Dane county, second district, Mazomanie, April 6; Pepin county, at Pepin, April 13; Iowa county, at Dodgeville, April 20.

To be conducted by Prof. A. Salisbury—St. Croix county, at New Richmond, March 16; Dunn county, at Menomonie, March 23; Waukesha county, at Oconomowoc, March 30; Jefferson county, at Fort Atkinson, April 6; Sauk county, at Reedsburg, April 13; Marquette county, at Packwaukee, April 20.

SUPT. POWERS, of Wood county, writes us, under date of Feb. 28th, that he has visited about two-thirds of the schools of the county since Jan. 1st, and finds that the majority of the teachers are doing well. He sends us a copy of his circular to teachers, from which we extract this excellent paragraph:

"Improvement should always be the aim of every teacher: the live teacher is *always* a student. Endeavor to make each examination through which you pass an improvement upon the preceding one. You cannot remain stationary in your education; if not advancing you are receding, and will in time fall out of the ranks entirely."

WE learn that the winter term of Milton College, now near its close, has been very prosperous. More students have been in attendance than during any preceding term for several years.

DEFECT in manners is usually the deficiency of finer perceptions.—*Emerson.*

BOOK NOTICES, ETC.

ESSAYS ON EDUCATIONAL REFORMERS. By ROBERT HERBERT QUICK. Cincinnati: Robert Clarke & Co.

THE SCIENCE OF EDUCATION; or PEDAGOGICS AS A SYSTEM. Translated by ANNA C. BRACKETT, from the German of Carl Rosenkranz, St. Louis, Mo.: Wm. T. Harris.

No better evidence of Educational progress among us can be given than the demand for the re-publication in this country of works like these. It can no longer be said that *all* good books on education are in German. It must be said that at least two very admirable ones are in English.

The first of these works contains eleven chapters, with the respective headings: "Schools of the Jesuits"; "Ascham, Montaigne, Ratich, Milton"; "Comenius"; "Locke"; "Rousseau's Emile"; "Basedow and the Philanthropin"; "Pestalozzi"; "Jacotot"; "Herbert Spencer"; "Thoughts and suggestions about Teaching Children"; "Some Remarks about Moral and Religious Education." There is also an Appendix containing a dozen or more smaller articles.

Under these heads the author presents with great clearness what has been said and done by eminent educational thinkers and actors of three nations. His skill and wisdom are equally manifest as well in setting forth in his own language the ideas and practices of these men, as in putting before us their opinions in their own words. Whether as reporter, as historian, or as critic, Mr. Quick has shown himself admirably qualified for the task he essayed. With a large experience as a teacher, with a thorough acquaintance and sympathy with the subjects treated of, with a good knowledge of the best German authorities on Pedagogics, with excellent powers of analysis, with a style so clear and terse that the book is a model of English writing, and above all, with a wisdom that is born of nature as well as of training, the author has given us in 326 pages a mass of facts and philosophy in education such as we believe

can no where else be found either in a like compass or in similar style.

While to a teacher of any cultivation and aspiration every chapter is full of instruction and interest; while it is difficult to say which is the best where all are so good,—we think the chapter on Herbert Spencer has to us been of most interest. We hold it richly worth the price of the volume. It should be read at least by all teachers who are acquainted with Spencer's work on Education. It has long been our conviction that this latter book has in it many things as fallacious, misleading, and dangerous in result as their presentation is captivating in style. We believe that as no strictly scientific work on Education in the language is so attractive in manner, so we hold none is more mischievous in tendency.

Mr. Quick devotes thirty pages to Spencer with, as he says, "all the impartiality I am master of." He *is* impartial. He sees what is good in Spencer, yet he also sees very clearly what is fallacious. But his insight into error is no less clear and penetrating, than his exposure of it is rapid and thorough. We regret that our space forbids any illustrative extracts.

The book deserves and will receive a wide circulation among the better class of teachers—those who sincerely desire to be intelligent and effective workers in their profession—those who believe in the words of Dr. Arnold, "It is clear that in whatever it is our duty to act, those matters also it is our duty to study."

We will add that the book is, in clear and beautiful typography, in tinted paper, and in elegant and tasteful simplicity of binding, worthy of its contents. There is an excellent index, and bound at the end of the volume is a catalogue of valuable English and American works on Education, Science of Teaching, etc., for sale by the same publishers. We believe this list contains a larger number of works of a high character on Pedagogics than that of any other house in this country.

Pedagogics as a System.—This is a translation from the German, originally published in the St. Louis "Journal of Speculative Philosophy," and reprinted therefrom. In every respect it differs widely from the preceding. Its mechanical appearance is very ordinary. Its literary style is very uninviting—often obscure. It is to a considerable extent as hard reading as an abstruse treatise on Metaphysics. There are occasionally sentences from which few English readers can obtain an idea. Yet notwithstanding these drawbacks, it is a valuable, and, to an intellinent and patient reader, even an interesting work. It deals chiefly with principles and laws. It lays the groundwork of a *Science* of Teaching. He who desires to be more than a mere empirical teacher, who wishes to found his work on universal truths of mind, must study books like this. He will find, however, little to aid him outside of German literature. We wish there might arise some translator of the best of this Teutonic pedagogic lore, who, a philosopher himself, and master of a style as clear and attractive as that of Herbert Spencer, should translate not the *language* only, but the *thoughts*,—who should make this profound Germanic philosophy more lucid by clear and precise statement, and more attractive by the arts of illustration. We are not praying for a thing impossible. There is often a wonderful difference between two writers, in this matter of luminous statement of the abstrusest themes.

Until this greater appear we must accept the present translation of Rosenkranz as the only source accessible to most English readers, whence can be derived some of the best German thought on the as yet little understood Science of Teaching.

Language Lessons: an Introductory Grammar and Composition for Primary and Intermediate Grades. By William Swinton, A. M. New York: Harper & Brothers, 1873.

This little book has many surprising merits. It is brief, simple, rational, practical. In the words of the preface, "the traditional presentation of Grammar in a bristling array of classifications, nomen-

clatures, and paradigms, has been wholly discarded. The pupil is brought in contact with the living language itself: he is made to deal with speech, to turn it over in a variety of ways, to handle sentences; so that he is not kept back from the exercise—so profitable and interesting—of *using* language, till he has mastered all the dead anatomy of the grammarian. Whatever of technical Grammar is here given is *evolved* from work previously *done* by the scholar." There is sound common sense in this; and so far as we have examined the work the same good sense and judgment have dictated the details of arrangement and illustration. We are inclined to think this book is at least an augury of a new era in teaching English grammar to primary and intermediate classes.

SCHOOL COMPOSITION: BEING ADVANCED LESSONS FOR GRAMMAR SCHOOLS. By the same author and publishers, 1874.

The volume with this title is even smaller than the other, containing only 119 pages. It is "arranged on a simple and natural plan, and designed, not to teach the theory and style of criticism, but to give school children, between the ages of twelve and fifteen, a fair mastery of the art of writing good English, for the ordinary uses of life." An examination of the book confirms the good opinion these words of the preface gave us. Teachers and scholars will no doubt find it far more satisfactory in use than the more bulky and complicated manuals hitherto employed.

MONTEITH'S COMPREHENSIVE GEOGRAPHY.—A. S. Barnes & Co.; New York and Chicago.

Preceded by some suitable oral teaching, this *one* book is enough for the ordinary common school. It has other decided merits, among which are clear maps, not crowded with useless names; graphic and appropriate illustrations; a good practical system of map-drawing, *on a uniform scale*, thus teaching comparative geograpy—and this is an especially noticeable feature; segment-maps, with which the pupil can make a globe; and finally, a very ingenious set of *relief* maps, which, though on a small scale, give some good idea of the actual configuration of the surface of the different divisions. On the whole, we are much pleased with the book, and wish it may have the success it richly deserves.

THE CONSPIRACY OF CATALINE AS RELATED BY SALLUST. Boston: Ginn Brothers, 1874.

This is another of the tasteful and scholarly series of Latin Classics issued by this enterprising firm, and prepared under the same joint editorship with the select Orations of Cicero, previously published.

THE "INTERIOR," a Religious Weekly, published in Chicago and St. Louis, in the interest of that eminently respectable and staid body, the Presbyterian Church, is a very instructive and readable sheet. We like the way in which it blends the progressive and the conservative. The principal editor, FRANCIS L. PATTON, ranks high as a scholar and divine. Terms, $2.50 in advance. Address "The Interior," McCormick Block, Chicago.

THE "CHURCH JOURNAL AND GOSPEL MESSENGER," is a leading Weekly of the Episcopal Church, full of church news, and always pithy and pointed in its editorials, from the pens of Dr. H. M. Thompson, formerly of this state, and Dr. W. A. Matson, quondam editor of the *Gospel Messenger*, which is now connected with the *Journal*. This paper is especially outspoken against the "Romanizing tendency" in the Episcopal Church, and the "DeKoven movement," so called, in Wisconsin. Terms, $3.00 in advance. Address Rev. W. A. Matson, P. O. Box 2074, New York City.

A GOOD ARTICLE.—We have received from Hadley Bros. & Kane, 136 State street, Chicago, Higgins' "Adjustable Black-board Eraser," which is a very convenient and serviceable thing, and durable withal. The cover or erasing part can easily be replaced when worn out.

WISCONSIN

JOURNAL OF EDUCATION.

VOL. IV. APRIL, 1874. No. IV.

HERBERT SPENCER.

I once heard it said by a teacher of great ability that no one without practical acquaintance with the subject could write anything worth reading on Education. My own opinion differs very widely from this. I am not, indeed, prepared to agree with another authority, much given to paradox, that the actual work of education unfits a man for forming enlightened views about it, but I think that the outsider, coming fresh to the subject, and unincumbered by tradition and prejudice, may hit upon truths which the teacher, whose attention is too much engrossed with practical difficulties, would fail to perceive without assistance, and that, consequently, the theories of intelligent men, unconnected with the work of education, deserve our careful, and, if possible, our impartial consideration.

One of the most important works of this kind which has lately appeared, is the treatise of Mr. Herbert Spencer. So eminent a writer has every claim to be listened to with respect, and in this book he speaks with more than his individual authority. The views he has very vigorously propounded are shared by a number of distinguished sc ·ntific men; and not a few of the unscientific believe that in them is shadowed forth the education of the future.

It is perhaps to be regretted that Mr. Spencer has not kept the tone of one who investigates the truth in a subject of great difficulty, but lays about him right and left, after the manner of a spirited controversialist. This, no doubt, makes his book much more entertaining reading than such treatises usually are, but, on the other hand, it has the disadvantage of arousing the antagonism of those whom he would most wish to influence. When the man who has no practical acquaintance with education, lays down the law *ex cathedra*, garnished with sarcasm at all that is now going on, the schoolmaster, offended by the assumed tone of authority, sets himself to show where these theories would not work, instead of examining what basis of truth there is in them, and how far they should influence his own practice.

I shall proceed to examine Mr. Spencer's proposals with all the impartiality I am master of.

The great question, whether the teaching which gives the most valuable knowledge is the same as that which best disciplines the faculties of the mind, Mr. Spencer dismisses briefly. "It would be utterly contrary to the beautiful economy of nature," he says, "if one kind of culture were needed for the gaining of information, and quite another kind were needed as a more mental gymnastic." But it seems to me that different subjects must be used to train the faculties at different stages of development. The processes of science, which form the staple of education in Mr. Spencer's sys-

tem, can not be grasped by the intellect of a child. "The scientific discoverer does the work, and when it is done the schoolboy is called in to witness the result, to learn its chief features by heart, and to repeat them when called upon, just as he is called on to name the mothers of the patriarchs, or to give an account of the Eastern campaigns of Alexander the Great." (*Pall Mall Gazette*, Feb. 8, 1867.) This, however, affords but scanty training for the mind. We want to draw out the child's interests, and to direct them to worthy objects. We want not only to teach him, but to enable and encourage him to teach himself; and, if following Mr. Spencer's advice, we make him get up the species of plants, "which amount to some 320,000," and the varied forms of animal life, which are "estimated at some 2,000,000," we may, as Mr. Spencer tells us, have strengthened his memory as effectually as by teaching him languages; but the pupil will, perhaps, have no great reason to rejoice over his escape from the horrors of the "As in Præsenti," and "Propria quæ Maribus." The consequences will be the same in both cases. We shall disgust the great majority of our scholars with the acquisition of knowledge, and with the use of the powers of their mind. Whether, therefore, we adopt or reject Mr. Spencer's conclusion, that there is one sort of knowledge which is universally the most valuable, I think we must deny that there is one sort of knowledge which is universally, and at every stage in education, the best adapted to develop the intellectual faculties. Mr. Spencer himself acknowledges this elsewhere. "There is," says he, "a certain sequence in which the faculties spontaneously develop, and a certain kind of knowledge, which each requires during its development. It is for us to ascertain this sequence, and supply this knowledge."

Mr. Spencer discusses more fully "the relative value of knowledges," and this is a subject which has hitherto not met with the attention it deserves. It is not sufficient for us to prove of any subject taught in our schools that the knowledge or the learning of it is valuable. We must also show that the knowledge or the learning of it is of at least as great value as that of anything else that might be taught in the same time. "Had we time to master all subjects we need not be particular. To quote the old song—

> Could a man be secure
> That his life would endure,
> As of old for a thousand long years,
> What things he might know!
> What deeds he might do!
> And all without hurry or care!

But we that have but span-long lives must ever bear in mind our limited time of acquisition."

To test the value of the learning imparted in education we must look to the end of education. This Mr. Spencer defines as follows: "To prepare us for complete living, is the function which education has to discharge, and the only rational mode of judging of an educational course is to judge in what degree it discharges such function." For complete living we must know "in what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to bring up a family; in what way to behave as a citizen; in what way to utilize those sources of happiness which nature supplies—how to use all our faculties to the greatest advantage of ourselves and others." There are a number of sciences, says Mr. Spencer, which throw light on these subjects. It should, therefore, be the business of education to impart these sciences.

But, if there were (which is far from being the case) a well-defined and well-established science in each of these departments, those sciences would not be understandable by children, nor would any individual have time to master the whole of them, or even "a due proportion of each." The utmost that could be attempted would be to give young people some knowledge of the *results* of such sciences and the rules derived from them. But to this Mr. Spencer would object that it would tend, like the learning of languages, "to increase the already undue respect for authority."

To consider Mr. Spencer's divisions in detail, we come first to knowledge that leads to self-preservation:

"Happily, that all-important part of education which goes to secure direct self-preservation, is, in part, already provided for. Too momentous to be left to our blundering, Nature takes it into her own hands." But Mr. Spencer warns us against such thwartings of Nature as t by which "stupid schoolmistresses monly prevent the girls in their ge from the spontaneous physical tivities they would indulge in, and so ender them comparatively incapable of taking care of themselves in circumstances of peril."

Indirect self-preservation, Mr. Spencer believes, may be much assisted by a knowledge of physiology. "Diseases are often contracted, our members are often injured, by causes which superior knowledge would avoid." I believe these are not the only grounds on which the advocates of physiology urge its claim to be admitted into the curriculum; but these, if they can be established, are no doubt very important. Is it true, however, that doctors preserve their own life and health by their knowledge of physiology? I think the matter is open to dispute. Mr. Spencer does not. He says very truly, that many a man would blush if convicted of ignorance about the pronunciation of Iphigenia, or about the labors of Hercules, who, nevertheless, would not scruple to acknowledge that he had never heard of the Eustachian tubes, and could not tell the normal rate of pulsation. "So terribly," adds Mr. Spencer, "in our education does the ornamental override the useful!" But this is begging the question. At present classics form part of the instruction given to every gentleman, and physiology does not. This is the simpler form of Mr. Spencer's assertion about the labors of Hercules, and the Eustachian tubes, and no one denies it. But we are not so well agreed on the comparative value of these subjects. In his Address at St. Andrews, Mr. Mill showed that he at least was not convinced of the uselessness of classics, and Mr. Spencer does not tell us how the knowledge of the normal state of pulsation is useful; how, to use his own test, "it influences action." However, whether we admit the claims of physiology or not, we shall probably allow that there are certain physiological facts and rules of health, the knowledge of which would be of great practical value, and should therefore be imparted to every one. Here the doctor should come to the schoolmaster's assistance, and give him a manual from which to teach them.

Next in order of importance, according to Mr. Spencer, comes the knowledge which aids indirect self-preservation by facilitating the gaining of a livelihood. Here Mr. Spencer thinks it necessary to prove to us that such sciences as mathematics, physics and biology underlie all the practical arts and business of life. No one will think of joining issue with him on this point; but the question still remains, what influence should this have on education? "Teach science," says Mr. Spencer. "A grounding in science is of great importance, both because it prepares for all this [business of life], and because rational knowledge has an immense superiority over empirical knowledge." Should we teach all sciences to everybody? This is clearly impossible. Should we, then, decide for each child what is to be his particular means of money-getting, and instruct him in those sciences which will be most useful in that business or profession? In other words, should we have a separate school for each calling? The only attempt of this kind which has been made is, I believe, the institution of *Handelschulen* (commercial schools) in Germany. In them, youths of fifteen or sixteen enter for a course of two or three years instruction which aims exclusively at fitting them for commerce. But, in this case, their general education is already finished. With us, the lad commonly goes to work at the business itself quite as soon as he has the faculties for learning the sciences connected with it. If the school sends him to it with a love of knowledge, this will be of more value to him than any special information.

As Mr. Spencer is here considering science merely with reference to its importance in earning a livelihood, it is not beside the question to remark, that in a great number of instances, the knowledge of the science which underlies an operation confers no practical ability whatever. No one sees the better for understanding the structure of the eye and the undulatory theory of light. In swimming and rowing, a senior wrangler has no advantage over a man who is entirely ignorant about the laws of fluid pressure. As far as money-getting is concerned, then, science will not be found to be universally servieeable. Mr. Spencer gives instances, indeed, where science would prevent very expensive blundering; but the true inference is, not that the blunderers should learn science, but that they should mind their own business, and take the opinion of scientific men about theirs. "Here is a mine," says he, "in the sinking of which many shareholders ruined themselves, from not knowing that a certain fossil belonged to the old red sandstone, below which no coal is found." Perhaps they were misled by the little knowledge which Pope tells us is a dangerous thing. If they had been entirely ignorant, they would surely have called in a professional geologist, whose opinion would have been more valuable than their own, even though geology had taken the place of classics in their schooling. "Daily are men induced to aid in carrying out inventions which a mere tyro in science could show to be futile." But these are men whose function it would always be to lose money, not make it, whatever you might teach them.* I have great doubt, therefore, whether the learning of sciences will ever be found a ready way of making a fortune. But directly we get beyond the region of pounds, shillings, and pence, I agree most cordially with Mr. Spencer that a rational knowledge has an immense superiority over empirical knowledge. And, as a part of their education, boys should be taught to distinguish the one from the other, and to desire rational knowledge. Much might be done in this way by teaching, not all the sciences and nothing else, but the main principles of some one science, which would enable the more intelligent boys to understand and appreciate the value of "a rational explanation of phenomena." I believe this addition to what was before a literary education has already been made in some of our leading schools, as Harrow, Rugby, and the City of London.*

Next, Mr. Spencer would have instruction in the proper way of rearing offspring form a part of his curriculum. There can be no question of the importance of this knowledge, and all that Mr. Spencer says of the lamentable ignorance of parents is, unfortunately, no less undeniable. But could this knowledge be imparted early in life? Young people would naturally take but little interest in it. It is by parents, or at least by those who have some notion of the parental responsibility, that this knowledge should be sought. The best way in which we can teach the young will be so to bring them up that, when they themselves have to rear children, the remembrance of their own youth may be a guide and not a beacon to them. But more knowledge than this is necessary, and I differ from Mr. Spencer only as to the proper time for acquiring it.

Next comes the knowledge which fits a man for the discharge of his functions as a citizen, a subject to which Dr. Arnold attached great importance at the time of

* "The brewer," as Mr. Spencer himself tells us, "if his business is very extensive, finds it pay to keep a chemist on the premises"—pay a good deal better, I suspect, than learning chemistry at school.

* Mr. Helps, who by taste and talent is eminently literary, put in this claim for science more than twenty years ago. "The higher branches of method can not be taught at first; but you may begin by teaching orderliness of mind. Collecting, classifying, contrasting, and weighing facts are some of the processes by which method is taught. . . . Scientific method may be acquired without many sciences being learnt; but one of two great branches of science must be accurately known." (*Friends in Council, Education.*) Mr. Helps, though by his delightful style he never gives the reader any notion of over-compression, has told us more truth about education in a few pages than one sometimes meets with in a complete treatise.

the first Reform Bill, and which deserves our attention all the more in consequence of the second. But what knowledge are we to give for this purpose? One of the subjects which seem especially suitable is history. But history, as it is now written, is, according to Mr. Spencer, useless. "It does not illustrate the right principles of political action." "The great mass of historical facts are facts from which no conclusions can be drawn—unorganizable facts, and, therefore, facts of no service in establishing principles of conduct, which is the chief use of facts. Read them if you like for amusement, but do not flatter yourself they are instructive." About the right principles of political action we seem so completely at sea that, perhaps, the main thing we can do for the young is to point out to them the responsibilities which will hereafter devolve upon them, and the danger, both to the state and the individual, of just echoing the popular cry, without the least reflection, according to our present usage. But history, as it is now written by great historians, may be of some use in training the young both to be citizens and men. "Reading about the fifteen decisive battles, or all the battles in history, would not make a man a more judicious voter at the next election," says Mr. Spencer. But is this true? The knowledge of what has been done in other times, even by those whose coronation renders them so distasteful to Mr. Spencer, is knowledge which influences a man's whole character, and may, therefore, affect particular acts, even when we are unable to trace the connection. As it has been often said, the effect of reading history is, in some respects, the same as that of traveling. Any one in Mr. Spencer's vein might ask, "If a man has seen the Alps, of what use will that be to him in weighing out groceries?" Directly, none at all; but indirectly, much. The traveled man will not be such a slave to the petty views and customs of his trade as the man who looks on his county town as the center of the universe. The study of history, like traveling, widens the student's mental vision, frees him, to some extent, from the bondage of the present, and prevents his mistaking conventionalities for laws of nature. It brings home to him, in all its force, the truth that "there are also people beyond the mountain" (*Hinter dem Berge sind auch Leute*), that there are higher interests in the world than his own business concerns, and nobler men than himself, or the best of his acquaintance. It teaches him what men are capable of, and thus gives him juster views of his race. And to have all this truth worked into the mind contributes, perhaps, as largely to "complete living" as knowledge of the Eustachian tubes, or of the normal rate of pulsation.*

I think, therefore, that the works of great historians and biographers, which we already possess, may be usefully employed in education. It is difficult to estimate the value of history according to Mr. Spencer's idea, as it has yet to be written; but I venture to predict that if boys, instead of reading about the history of nations in connection with their leading men, are required to study only "the progress of society," the subject will at once lose all its interest for them; and, perhaps, many of the facts communicated will prove, after all, no less unorganizable than the fifteen decisive battles.

Lastly, we come to that "remaining division of human life which includes the relaxations and amusements filling leisure hours." Mr. Spencer assures us that he will yield to none in the value he attaches to æsthetic culture and its pleasures; but if he does not value the fine arts less, he values science more; and painting, music, and poetry would receive as little encouragement under his dictatorship as in the days of the Commonwealth. "As the fine arts and belles-

* Mr. Mill (who, by the way, would leave history entirely to private reading, *Address at St. Andrews*, p. 21) has pointed out that "there is not a fact in history which is not susceptible of as many different explanations as there are possible theories of human affairs," and that "history is not the foundation but the verification of the social science." But he admits that "what we know of former ages, like what we know of foreign nations, is, with all its imperfectness, of much use, by correcting the narrowness incident to personal experience." (Dissertations, vol. i., p. 112.)

letters occupy the leisure part of life, so should they occupy the leisure part of education." This language is indeed rather obscure; but the only meaning I can attach to it is, that music, drawing, poetry, etc., may be taught if time can be found when all other knowledges are provided for. This reminds me of the author whose works are so valuable that they will be studied when Shakespeare is forgotten—but not before. Any one of the sciences which Mr. Spencer considers so necessary might employ a lifetime.—Where, then, shall we look for the leisure part of education when education includes them all?*

But, if adopting Mr. Spencer's own measure, we estimate the value of knowledge by its influence on action, we shall probably rank "accomplishments" much higher than they have hitherto been placed in the schemes of educationists. Knowledge and skill connected with the business of life are, of necessity, acquired in the discharge of business. But the knowledge and skill which make our leisure valuable to ourselves, and a source of pleasure to others, can seldom be gained after the work of life has begun. And yet every day a man may benefit by possessing such an ability, or may suffer from the want of it. One whose eyesight has been trained by drawing and painting finds objects of interest all around him, to which other people are blind. A primrose by the river's brim is, perhaps, more to him who has a feeling for its form and color than even to the scientific student, who can tell all about its classification and component parts. A knowledge of music is often of the greatest practical service, as by virtue of it, its possessor is valuable to his associates, to say nothing of his having a constant source of pleasure and a means of recreation which is most precious as a relief from the cares of life. Of far greater importance is the knowledge of our best poetry. One of the first reforms in our school-course would have been, I should have thought, to give this knowledge a much more prominent place; but Mr. Spencer consigns it, with music and drawing, to "the leisure part of education." Whether a man who was engrossed by science, who had no knowledge of the fine arts, except as they illustrated scientific laws, no acquaintance with the lives of great men, or with any history but sociology, and who studied the thoughts and emotions expressed by our great poets merely with a view to their psychological classification—whether such a man could be said to "live completely" is a question to which every one, not excepting Mr. Spencer himself, would probably return the same answer. And yet this is the kind of man which Mr. Spencer's system would produce where it was most successful.

Let me now briefly sum up the conclu-

* It is difficult to treat seriously the arguments by which Mr. Spencer endeavors to show that a knowledge of science is necessary for the practice or the enjoyment of the fine arts. Of course, the highest art of every kind is based on science, that is, on truths, which science takes cognizance of and explains; but it does not therefore follow that "without science there can be neither perfect production nor full appreciation." Mr Spencer tells us of mistakes which John Lewis and Rossetti have made for want of science. Very likely; and had those gentlemen devoted much of their time to science we should never have heard of their blunders—or of their pictures either. If they were to paint a piece of woodwork, a carpenter might, perhaps, detect something amiss in the mitering. If they painted a wall, a bricklayer might point out that with their arrangement of stretchers and headers the wall would tumble down for want of a proper bond. But even Mr. Spencer would not wish them to spend their time in mastering the technicalities of every handicraft, in order to avoid these inaccuracies. It is the business of the painter to give us form and color as they reveal themselves to the eye, not to prepare illustrations of scientific text-books. The physical sciences, however, are only part of the painter's necessary acquirements, according to Mr. Spencer. "He must also understand how the minds of spectators will be affected by the several peculiarities of his work—a question in psychology!" Still more surprising is Mr. Spencer's dictum about poetry. "Its rhythm, its strong and numerous metaphors, its hyperboles, its violent inversions, are simply exaggerations of the traits of excited speech. To be good, therefore, poetry must pay attention to those laws of nervous action which excited speech obeys." It is difficult to see how poetry can pay attention to anything. The poet, of course, must not violate those laws, but, if he *has paid attention* to them in composing, he will do well to present his MS. to the local newspaper.

sions arrived at, and consider how far I differ from Mr. Spencer. I believe that there is no one study which is suited to train the faculties of the mind at every stage of its development, and that when we have decided on the necessity of this or that knowledge, we must consider further what is the right time for acquiring it. I believe that intellectual education should aim, not so much at communicating facts, however valuable, as at showing the boy what true knowledge is, and giving him the power and the *disposition* to acquire it. I believe that the exclusively scientific teaching which Mr. Spencer approves would not effect this. It would lead at best to a very one-sided development of the mind. It might fail to engage the pupil's interest sufficiently to draw out his faculties, and in this case the net outcome of his schooldays would be no larger than at present. Of the knowledges which Mr. Spencer recommends for special objects some, I think, would not conduce to the object, and some could not be communicated early in life. (1.) For indirect self-preservation we do not require to know physiology, but the results of physiology. (2.) The science which bears on special pursuits in life has not in many cases any pecuniary value, and although it is most desirable that every one should study the science which makes his work intelligible to him, this must usually be done when his schooling is over. The school will have done its part if it has accustomed him to the intellectual processes by which sciences are learned, and has given him an intelligent appreciation of their value.* (3.) The right way of rearing and training children should be studied indeed, but not by the children themselves. (4.) The knowledge which fits a man to discharge his duties as a citizen is of great importance, and, as Dr. Arnold pointed out, is likely to be entirely neglected by those who have to struggle for a livelihood. The schoolmaster should, therefore, by no means neglect this subject with those of his pupils whose schooldays will soon be over, but, probably, all that he can do is to cultivate in them a sense of the citizen's duty, and a capacity for being their own teachers.* (5.) The knowledge of poetry, belles-letters, and the fine arts, which Mr. Spencer hands over to the leisure part of education, is the only knowledge in his programme which I think should most certainly form a prominent part in the curriculum of every school.

I therefore differ, though with great respect, from the conclusions at which Mr. Spencer has arrived. But I heartily agree with him that we are bound to inquire into the relative value of knowledges, and if I take, as I should willingly do, Mr. Spencer's test, and ask how does this or that knowledge influence action, (including in our inquiry its influence on mind and character, through which it bears upon action), I think we should banish from our schools much that has hitherto been taught in them, besides those old tormentors of youth (laid, I fancy, at last—*requiescant in pace*)—the *Propria quæ Maribus* and its kindred absurdities. What we *should* teach is, of course, not so easily decided as what we *should not.—From "Essays on Educational Reformers," by* ROBERT HERBERT QUICK, *noticed in March No. of* JOURNAL.

*Speaking of law, medicine, engineering, and the industrial arts, Mr. Mill remarks: "Whether those whose specialty they are will learn them as a branch of intelligence or as a mere trade, and whether having learnt them, they will make a wise and conscientious use of them, or the reverse, depends less on the manner in which they are taught their profession, than upon *what sort of mind they bring to it—what kind of intelligence and of conscience the general system of education has developed in them.*"—Address at St. Andrews, p. 6.

*Vide Mill.—Address, p. 67.

A MASSACHUSETTS editor is inclined to approve an English teacher's plan in examining schools to pass a newspaper about among the children, and require each to read from it, and to explain the allusions to events, institutions and persons.

WE possess only that which we comprehend.

Some Remarks on the Report of President Eliot upon a National University.

BY HON. T. O. HOWE, WISCONSIN.

In the convention which framed the constitution of the United States the subject of a National University was somewhat considered.

The project found some warm friends in that illustrious body. It found no enemies there. From time to time since that date the measure has been discussed in an intermittent, peripatetic sort of way. It never has received the support it deserved. But that fact is readily explained.

Until very recently the dominant school in American politics has been one which taught that we had no nation, but only a congeries of States; that what is called the Federal Government was intended rather for ornament than for use; that in our political system it supplied about the same office which in the economy of a ship is supplied by the figure-head; that it was expected to keep its head turned constantly in the direction the ship was sailing; look very pert and keep very still, while the motions of the vessel were controlled solely by other agents, stationed on the deck or in the rigging; that it could do nothing unless expressly authorized by the representatives of all the States; that it could not lawfully even chastise a rebellion when the revolt was sanctioned by the authorities of a State.

Of course, while such teachings prevailed, it could hardly be expected that the ideas of a University, to be founded and controlled by national authority would be very generally embraced. But even while that school prevailed the project encountered no open hostility. That school no longer prevails. We are now, in 1873, preparing to celebrate the first Centennial anniversary of our national independence. And now appears for the first time an avowed enemy of a National University.

History has hitherto limited the march of Republics to the brief and beaten path, from liberty, through wealth and luxury, on to vice and barbarism. If any one would take an observation to see how far and how fast we have run, they can note that in our first century we have *made* the first obstruction to national culture. That is significant. It is more significant that this first obstruction comes from Massachusetts.

When Massachusetts had already turned her back on slave-holding, she still, in the interest of her young but most ambitious commerce, insisted on slave trading. Has Massachusetts any local interest now of such transcendent importance as will warrant her in flinging herself across the path of the national progress?

Massachusetts has not yet done so. The obstruction referred to was not interposed by Massachusetts. It simply came from that State. Stranger still, it came from Cambridge. Palestine marveled that a Savior should come out of Nazareth. We must marvel that an obstruction to the cause of education should come out of Harvard.

But the fact is that in August last the President of Harvard University appeared at Elmira before a national convention of educators to protest against a National University.

It was in *August*, 1787, that James Madison, *not* of Massachusetts, but of Virginia; not a professional teacher but a practical statesman, moved in convention at Philadelphia to clothe Congress with the express power to establish such a university.

President Eliot called his remonstrance a report. But who instructed him to make a report, and who advised him to make *that* report do not appear.

He treats the subject in three parts or chapters, so to speak. The first two have some value. In the first he sketches the history of the National Education Society in its connection with the University project. It is a satisfaction to learn that as early as 1869 that large and philanthropic organization assembled at Trenton, N. J., quite unanimously resolved "that a great American University is a leading want of American education;" that the association has ever since adhered to that declaration, and has done what such an association could do to

promote the establishment of such a university.

In the second chapter he proceeds to criticise at length two several bills which were presented to the last Congress, each proposing the founding of a university. The bills were simply presented and referred. No attempt was made to pass either of them. Doubtless they were imperfect. It is the business of legislation and the work of time to perfect them. It is not to be expected that the first charter will be beyond the reach of criticism. The organic act of Harvard itself was not. That ancient constitution was agreed to in the following words:

"The court agreed to give £400 toward a *schoale* or *colledge*, whereof £200 to be paid next *yeare*, and £200 when the work is finished, and the next court to appoint *wheare* and what building."

On that slight foundation was started what has since become the noble university over which Mr. Eliot presides. Had the statesmen of Massachusetts then urged the defects in that charter, as an argument against the attempt to establish a college, we might never have been permitted to rejoice in the existence of Harvard.

Still his criticism is not without value. For an obvious reason it was far from his purpose to indicate what provisions such a charter should contain.

Otherwise we can not doubt his criticism would have possessed great value.

But, as it happens, he could not expose the wrong without suggesting the right. He could not well point out what provisions such a bill ought not to contain without giving a hint, at least, of those which, in his opinion, it ought to contain. In this regard, therefore, his labor is useful.

It is of use in another respect. He has unwittingly paid a high compliment to the authors of those bills, by passing their work with so few exceptions. The friends of the measure, whoever they may be, should take courage, from the fact that the first attempts to frame the great purpose into law has been so little criticised by one so competent, not to say so eager, for the task.

It is not the purpose of this notice to discuss the justice of President Eliot's criticisms. Whether, on the whole, he exposes more defects in the bills reviewed than in the reviewer, is a question on which men may differ.

One of his criticisms, however, deserves mention here:

He objects to both bills, that they propose to locate the university in Washington. He reminds the country that there are in it seven cities, every one of which "is vastly more important to the country than Washington." Doubtless. And what then? It is said that seven cities once contended for the honor of being the place where Homer *was* born. The world could attend upon *such* a debate without detriment. But if seven cities had contended for the honor of being the place where Homer *should be* born, it might have fared ill with Homer, and the world might have been without the Iliad even until now. As President Eliot's aim avowedly is to prevent the location of a university anywhere, his appeal to urban jealousies may be well timed. But one would hardly have expected the President of Harvard to borrow the tactics of town meetings in resisting a measure moved in the interest of education. He will remember that the association which he addressed had declared a national university to be a "leading want," *not* of any American city, but of *American education*. He will doubtless concede, that if the want is to be supplied at all the university must be located somewhere. He, perhaps, can be persuaded that if it were proposed to locate such an institution anywhere else, even in Boston, adversaries, with but a fraction of his learning or his character, could have sounded the alarm to local jealousy with as much alacrity and possibly with as much effect as he has done.

After all, it remains that if such a university is to be established it may as well be in Washington as elsewhere. And there are three reasons why it should be in Washington and not elsewhere:

First. Some lawyers think that Congress derives its authority to establish a university solely from the clause which gives it supreme legislative control over the District of Columbia, and that of course it must be placed within the District or not placed anywhere.

Second. There is in Washington material indispensable to a thoroughly-equipped university, which is not found elsewhere, and cannot be provided without great expense. Of this character are the Observatory, the Congressional Library, the Bureau of Patents, of Agriculture and of Education, the Coast Survey and the Smithsonian Institute.

Third. The Departments now collect a great many young men who would help stock the classes in the university, and it is confidently believed that the university would soon collect thousands of young men who would equip the departments better and cheaper than they have ever been equipped.

It is not difficult to demonstrate that such a university, properly endowed, would in two decades, if not in one, collect classes of young men who would perform the clerical work of the Departments better than it has ever been done, and at an annual saving of cost equal to the whole annual expenditure of the university.

If it were resolved that a national university should be, and the only question to be settled was *where* it should be, these three considerations of themselves might justify the selection of Washington instead of another city.

But the great question is, Shall the National Government establish a university?

It seems strange that such a man as President Eliot should answer such a question in the negative. The reasons he assigns in support of that answer seem stranger still.

There are those who may think the expenditure demanded by such an enterprise is beyond the present ability of the National Treasury.

President Eliot does not plead the poverty of the treasury.

There may be those who think the founding of such an institution is outside of the constitutional authority of the National Government.

President Eliot does not plead the limitations of the Constitution.

There may be those who think the provision already made for intellectual culture is sufficient—that our schools are adequate to the demands of our scholars.

President Eliot does not say that.

His position is that such is not the duty of the Government. His language is:

"There is then no foundation whatever for the assumption that it is the duty of our Government to establish a National University."

"The general notion that a beneficent government should provide and control an elaborate organization for teaching, just as it maintains an army, a navy or a post office, is of European origin, being a legitimate corrollary to the theory of government by divine right."

This comes from the head of Harvard University, that noble outgrowth of one of the earliest laws ever enacted on this continent. The men who enacted it had rather conspicuously remonstrated against "the theory of government by divine right."

This comes from a citizen of Massachusetts. That State has not been distinguished for her attachment to "the theory of government by divine right." She is rather distinguished "for an elaborate organization for teaching," provided and controlled by government.

Does President Eliot speak for Massachusetts to-day? Alas, how very dead Horace Mann must be! How long is it since Massachusetts declared by the lips of Horace Mann, that "legislators and rulers *are* responsible? In our country, and in our times, no man is worthy the honored name of statesman who does not include the highest practicable education of the people in all his plans of administration. He may have eloquence, he may have a knowledge of all history, jurisprudence, and by them he might claim, in other countries, the elevated rank of a statesman; but, unless he speaks, plans, labors at all times and in

all places for the culture and education of the whole people, he is not, he can not be an American statesman."

Has the wisdom of Horace Mann become foolishness in the eyes of Massachusetts? Or has the wisdom of Massachusetts become foolishness in the eyes of President Eliot?

"Moreover," argues the latter, "for most Americans these arguments prove a great deal too much; for if they have the least tendency to persuade us that Government should direct any part of secular education, with how much greater force do they apply to the conduct by government of the religious education of the people." * * * * *

"These propositions are indeed the main arguments for an established religion."

But in Massachusetts, government has directed a great part of secular education, and yet has attempted no control of the religious education of the people. In all the New England States, in most of the States of the Union, government takes more or less care for the mental culture of the people, but in none of them does it assume any direction of their religious culture. On the contrary, France, Spain, Italy, Austria and other European States have long been strict to prescribe a religion to their subjects, but until recently have given little heed to their education. In fact the President of Harvard has simply reversed the whole practice and logic of governments. The rule has been that those which assumed a divine right to reign have felt no dependence upon popular intelligence, and have made little or no provision for it. But governments which emanate from the people can not, if they try rid themselves of the consciousness that the stream will be as the fountain.

In *such*, "government and law, which ought to be the allies of justice and the eternal foes of violence and wrong, will be moulded into the similitude of the public mind, and will answer to it, as in water, face answereth to face."

Such governments cannot degrade the standard of popular intelligence without self degradation.

And it is observable also that governments which systematically neglect the care of the minds are very apt to charge themselves with the cure of the souls of their subjects, while those which honestly enlighten the minds of their people do not care or do not dare to lay a shackle on their souls.

President Eliot can not have failed to discover that there is a vast difference between the office of secular and that of spiritual teacher.

In science mankind is pretty well agreed what to teach. The facts of science most men will receive without a surgical operation.

The State which undertakes to propagate those facts has only to build and not to destroy. It fills a void already existing, and is not obliged to make one. But in religion men are, unhappily, not quite agreed what to teach. The State which undertakes to propagate religion has to tear down a great deal in order to build a little.

To establish one religion it must proscribe a good many; and all history testifies that no surgery is so cruel as that to which governments have resorted to inculcate religious persuasions.

President Eliot is right when he says, "religion is the supreme human interest." *True* religion is indeed. How do we know that it is not, rightly considered, the *only* human interest? When the world shall be properly enlightened how do we know but it will discover after all that Jesus was right when he assured us that if we would once find the kingdom of God, food and clothing and other things would be easily attainable, in fact thrown in.

The reason why American governments are not permitted to assume control of spiritual culture is not that religion is not of sufficient importance. It is plainly because *government does not know enough.* For centuries governments thought themselves competent to the task, and attempted it. Their success has not been approved by the general sentiment of this coun-

try. But President Eliot speaks with significant accuracy when he implies that the idea of an established church is unwelcome only to *most Americans*. He is not blind to the fact that part of the American people fondly cherish that idea. But that portion of our people are not the friends of a national university. They are quite as little the friends of Harvard. Still less are they the friends of public schools.

Representatives of that party but a few days since assembled in St. Louis, and there—

Resolved, That the system of State education now established in most of the States, by its failure to provide proper instruction for the young and its enlightening the head to the entire neglect of the heart culture, meets with our unqualified reprobation, unjustly taxing, as it does, a large class of our people who cannot, without danger to the faith and morality of their offspring, avail themselves of its advantages."

Such men are charlatans who would impose on mankind a creed which they themselves do not believe, or they are cowards, who fear that Christ's gospel will be rejected if offered to the human understanding strengthened by the meat of science unmingled with the saliva of a church catechism. President Eliot doubtless does not mean to be the ally of that party. But it is an ill omen that he appears to demand that the Government shall abandon the cause of secular education because it leads to a State religion, while that other and larger party demands the same abandonment because it does *not* lead to a State religion.

Unquestionably "religion is the supreme human interest." How does it happen, then, that almost two thousand years after the resurrection, Christian effort is distracted still by the claims of so many churches, and yet, numerous as they are, that one-half the world abjures them all? If human endeavor could expound the supreme human interest to supreme human ignorance, would it not be already better understood than it is? Not alone the pillars of the true State, but the altars of the true Church await the support of a higher and more general intellectual culture.

When the human understanding shall be enlarged and properly strengthened by the inculcations of unerring science, by that knowledge which Bacon declares to be "nothing but a representation of truth," we shall be in no danger of a religion sustained by the arbitrary rescript of a State; but we snall have a State made stable by the precepts of religion— a religion not resting on superstition and embraced by bigotry, but a religion resting on revelation and approved by reason. Then the spirit of Jesus will appear again treading down the floods of anarchic violence, and His resistless voice will once more be heard commanding all human turbulence "be still."

It is possible President Eliot does not mean to exclude all government from the work of education, but only to exclude the Government of the United States.

His argument is not consistent with that restricted view. Nor could an argument consistent with that view be framed.

Manifestly education is a matter of private concern only, or it is matter of public concern also. If of private concern it should be left to the individual, and *all* government should let it alone. But if of public concern government should attend to it. Not any one government exclusively, but every government clothed with any authority over the public welfare should contribute to the work according to its ability and its opportunity. Undoubtedly, under our political system, the work is left mainly to the control of the several States, but if the National Government can help, it should.

It is possible also that President Eliot does not mean to exclude Government from the work of primary education, but only from that of secondary or academic instruction. Still the fact remains that the education of the citizen is of value to the State or it is not.

If it be conceded that partial education is of some value, it will hardly be denied that thorough education is of more value. Besides, it was in this precise way that the builders of our National Government intended it should aid the cause of men-

tal culture. It was in this precise way that Washington and Madison so incessantly urged the Government to aid.

And it is only in this way of founding central schools, like colleges and universities, that the National Government can well aid.

ABOVE THE COMMON SCHOOLS.

An education, such as is furnished in our ungraded common schools, valuable as it is in many respects, is not all that the youth of the State ought to receive. It does not make the kind of men and women that give character and dignity to a Commonwealth and manage its affairs in the best manner. By itself it would dwarf our whole people by not giving them room to grow. The culture it furnishes is not deep, nor broad, nor high, nor rich enough. Something above the common schools is wanted. What are we doing in that direction? Our statistics in this department of education are lamentably deficient, but it is possible, perhaps, to approximate the right results. The school superintendents of the State, report 1,433 schools in which the higher branches are taught. These include High schools, graded schools with departments for higher instruction, and ungraded schools with a few pupils studying one or more of the higher branches. The average number of pupils studying the higher branches in each of these schools does not exceed twenty, which would make the whole number 28,660. If to this number we add 2,000 for the pupils in the city of Philadelphia, who are in the High schools and advanced departments of the grammar schools, and we have an aggregate of 30,660, or about one out of thirty of the children in the common schools of the State, who are studying one or more branches beyond the mere elementary course prescribed by law.

The late census, the results of which in respect to these items do not differ very widely from the facts as reported by the superintendents, sets Pennsylvania down as having one hundred and thirty-eight academies with 10,987 pupils, and four hundred private day and boarding schools with 16,100, the number of pupils in both classes of schools being 27,087. If half of these pupils study the higher branches, and that is a high estimate, it will give us 13,594 as the number of "upper" scholars in this class of schools.

In this computation we must also take into consideration the Normal schools and Normal institutes, for all of them impart academical instruction. About 3,000 students attended these institutions the past year and probably two-thirds of them studied one or more of the higher branches; and, if so, the addition made here to the number engaged in higher studies should be 2,000.

Summing up, we find some 45,000 out of the 1,200,000 persons of school age in the State, or out of the 900,000 children attending school the past year, who are engaged in the study of one or more branches of knowledge beyond the elements. The number of those who will pursue to any considerable extent a liberal course of learning is much smaller. Superficial as must be the education of the masses under such a condition of things as is indicated by these facts, sad as is the thought that so much of the talent that is born in the State must go to waste, earnest as should be the efforts made to remove the defects in the system which produce the evil, I am gratified that the figures do not show something worse. Several times recently, in a public manner, I have stated that while our common schools are making very rapid progress, secondary and higher education amongst us is standing still if not going backwards. In this statement further investigation satisfies me that I was mistaken. I now believe there never was a time in all her history when Pennsylvania had so many young persons, relatively to her population, studying the higher branches of knowledge as she has at this time. Most of the old classical academies have indeed died out, but their place is more than supplied by the graded schools, High schools, Normal schools and a new race of academies and seminaries. Not so large a proportion of students, perhaps, in these "upper schools"

study Latin and Greek as was formerly the case; but for better or worse, in accordance with the spirit of the times, they are studying the sciences instead. Not so large a proportion, perhaps, go up from them to the colleges to pursue a course of study in the classic languages; but proportionally many more seek further instruction in scientific and technical schools. This statement is made with great gratification; and yet the condition of our common schools is so much more flourishing than that of the schools immediately above them as to reveal plainly the neglect which the latter have suffered. If we are not to stunt the intellectual growth of the children of the Commonwealth by feeding them exclusively upon the weakest of mental food, more effort must be made to provide something stronger and more nutritive. What can be done in this direction? Two things, I think.

1. Encourage in all proper ways the grading of public schools wherever they can be graded, and the establishment in connection with them of High schools and departments for higher instruction. The number of graded schools has been more than trebled within the last ten years; this rate of growth must be kept up. It would be a judicious expenditure of money to grant, as has been done in some States, a special appropriation out of the common school fund to every public High school.

2. Academies and seminaries, with accommodations for boarding, when coming up to a certain standard in their buildings, equipments, course of study and corps of instructors should be recognized by legislative enactment as filling an important place in our system of education that cannot be otherwise occupied. Institutions of this kind now existing would enter upon a more vigorous life and new ones would spring up in many places, if, while not encroaching upon their individuality or denominational predilections, the State instead of frowning upon them, would publicly recognize them as coworkers in the great cause of the education of the people. I believe that by judicious legislation without the expenditure of a single dollar of money on the part of the State, some hundreds of academies and seminaries, planted in every county and almost every town, might be made to work in entire unison with the common school system, being to a proper extent under the supervision of its officers and fed by pupils from its ungraded schools.

Above all, our people must be enlightened with respect to the value of higher education. The fact previously stated that not more than five per centum of our youth take a single step beyond the nearest common ungraded school course, shows a public sentiment that must be changed and quickly. Stones must no longer be given our children, when they are asking for bread.—*Report of* Hon. J. P. WICKERSHAM, *State Supt. Penna.*, 1873.

[It is presumed that the per centum is lower in Wisconsin–probably much lower; but until statistics are gathered, it is a matter of conjecture.—*Eds. Jour. Ed.*]

COMPULSORY EDUCATION IN ILLINOIS.

There is a bill for Compulsory Education now under consideration in the Illinois Legislature, which by the moderation of its provisions and the simplicity of its details, presents the entire question of enforced instruction freed from most of the complications which embarrass it in other places. It provides that every parent or guardian of a child between the ages of nine and fourteen, who resides in a district where there is a school within two miles, shall send the child to some school for at least three months of each year, unless an equal amount of instruction is given at home, or unless the child is reasonably proficient in the ordinary branches of English education. It is made the duty of the school officers to prosecute for any violation of this duty occurring in their respective districts, the penalty assigned being from one to five dollars for each week (not exceeding thirteen weeks in any year) during which the law is violated. A neglect of this duty, after proper notice has been given, subjects the school officers to a penalty of

from five to twenty-five dollars for each neglect. Provision is made for the supply of books to indigent children, and in cases where they have not suitable clothing, to supply that also. This bill was somewhat fully discussed in the House of Representatives, and although it met with considerable opposition, it finally passed. It has received its first reading in the Senate, but has not yet come up for final action.

The opposition to this and to similar measures rests of course upon the broad principle, which is now never denied, that the ideal of government is the least possible interference with the individual and the family. But it is evident on the other hand that there are certain matters of such vital interest to the very existence of society that the State cannot remain stranger to them. The public health is one of these interest. No plea of individual rights is ever considered valid to uphold a man in sustaining a nuisance which is likely to breed a pestilence among his neighbors; and no man is justified in resisting any scheme of sanitary regulations which has been adopted by the body politic for the protection of the general health. It may be said that ignorance is an evil of such dangerous importance to the public welfare that the same compulsory measures of correction are necessary. No man can be a safe citizen of a republican government who votes for the enactment of laws which he is unable to read; and the State, as a matter of self-preservation, may seem to have a right to demand that his child shall not grow up in equal ignorance. All, or nearly all, agree in regarding a system of gratuitous education as desirable, but there is still some difference of opinion in regard to the desirability of a system of compulsory instruction. We have little doubt that the power to provide for it does come within the legitimate province of the State, but the expediency of exercising that power is a matter requiring the most thorough consideration. We have no doubt of the right of the Legislature to regulate the traffic in ardent spirits, but the experience of years has shown that it is almost beyond the reach of human intelligence to say just what degree of severity in the is most effectual and most easily executed. The details of any law for compulsory education are therefore of the utmost importance. If the law be oppressive or vexatious in any of its provisions, so as to exite against it the hostility of the ignorant classes for whose benefit it is intended, it will be virtually impossible to carry it into effect. In a country the basis of whose political system is the independent township, it is impracticable to carry any law into effect the details of which are in conflict with the general domestic sense of the citizens. Such laws, when they are passed, after a short period of annoying and rather demoralizing contests, remain as dead letters upon the statute books, to the scandal and the detriment of good government.

In the State of Illinois, the matter is free from some of the complications which attend it here, and the need of some such measure is very apparent. In 1870, out of an aggregate population of two millions and a half, 86,000 could not read, and 133,000 could not write, making an illiterate total of nearly ten per centum. This is a state of things which demands the exercise of all legitimate means of remedy. The bill proposed seems to be, on the whole, a moderate and prudent measure. If it is adopted, the whole country will be interested in watching the success of this attempted solution of a most momentous question, from a State which has already given us the benefit of several curious and important studies in political science.—*New York Tribune.*

CORPORAL PUNISHMENT.

[We present three extracts upon this subject.—*Eds. Jour. Ed.*]

In my last annual report, I stated that the By-Law in regard to suspensions had not been found adequate to prevent the frequent occurrence of the most heinous offenses in the schools on the part of vicious boys—such as insulting and outrageous language to teachers, violent and injurious assaults upon their fellow-pupils,

the wanton destruction of school property, and gross disobedience and constant disregard of the rules of the school. The careful and thorough investigation of this matter by a Committee of the Board, having resulted not simply in fully proving the accuracy of this statement, but in showing that the evil is of far greater magnitude than was represented in the report, there is no need of any farther statement of facts by me. The state of the case must be apparent to all—there is a large class of boys whom our schools do not and cannot restrain, and whom, therefore, they cannot benefit, but must send adrift, to find their way inevitably to the reformatories and prisons, after having committed those injuries to the community which our school system was designed to prevent.

But it must be borne in mind that these boys cannot be thus expelled from our schools until they have proved themselves *incorrigible*. How much injury must they have committed in the school, by their lawlessness and their bad example, how much time of the other pupils must they have wasted, and how much of the physical strength and nervous energy of the teachers must they have consumed, before they have reached that maturity of misconduct to entitle the principal to regard them as *incorrigible!* At last, however, this consummation is reached, and the parents are notified that their child has been expelled from the school, because he cannot be restrained. When they consult the law they find that the parents, guardians, and others having the care or custody of children, shall be entitled to send them to any of the schools; but they are told that this privilege is only applicable to such children as, by the mildness of their character, are amenable to kind and gentle influences, and that a head-strong, turbulent, or obstinate boy has no right to claim the privileges of education, although education implies training and discipline as well as instruction. It is fair to presume that many of the great characters of history remarkable for their firmness, persistence of purpose, and iron will, would have been candidates for expulsion had they in early age attended schools in which there was so great a deficiency in the means of control.

There is no doubt that thousands of children are roaming the streets, deprived of the benefits of school training, and growing up in ignorance and vice; and the expediency of requiring the attendance of all such children at the public schools by a compulsory law has been earnestly advocated. The principle on which our school system is based is, that it is the duty of government to protect society from the evils of ignorance and its inseparable concomitant, crime. Educated citizens are a blessing to the community, and every uneducated citizen a curse. If this principle is correct, the question has been properly asked, What right have the official custodians of public education to deprive any children of its benefits, unless those children have become amenable to treatment in a reformatory school? What legal expulsion from a public school can there be of a child for disobedience, for instance, when disobedience is the law of a child's nature? It is true that some children are very readily controlled, but it is also true that some of the most promising children are so self-willed as to be almost incapable of instruction and discipline. It is also true that in some families there is very efficient discipline, and that the children of such families can be easily governed in school by influences brought to bear upon them at home; but there is a very large class of pupils who are under very little restraint at home. There are pupils, the sons of widowed mothers, who cannot be restrained at all at home; and when these are turned from the school they are lost indeed. To these children the city owes an education, and in order to be able to bestow it, it is bound by every obligation of right and duty to govern them, and if its chosen officers expel them they evade a most solemn responsibility.

In my last Annual Report I recommended that, as "moral suasion" had failed to restrain a large class of the pupils, the right to inflict corporal punish-

ment should be restored to the principals. In the opinion upon which this recommendation was based, I have been greatly strengthened by the conclusion at which the Investigating Committee, before referred to, arrived, and which prompted them to report unanimously in favor of such restoration, as well as by the fact, that after a full discussion in open Board, so large a number of its members were also in favor of the restoration. As, however, the report of the Committee has not been adopted, the question what shall be done with persistently disobedient and disorderly pupils is still an open one; and I commend it to the earnest consideration of the Board during the ensuing year.—*Report of* Hon. HENRY KIDDLE, *Supt. New York City*, 1873.

I regret to state, as the result of repeated surveys of the whole field during the last nine years that, since the abolition of all forms of corporal punishment, the discipline of a large number of our male schools has sensibly deteriorated, although order is in great part still preserved; that the impetus which long and steady progress has given to this in common with other portions of the system, is in some important respects disappearing; that in consequence of the absorption of an unprecedentedly large part of their time and energy in simply maintaining order, hundreds of our experienced teachers, whose skill as principals or as class-teachers has been again and again demonstrated, are no longer able, even with their yet fuller experience, to secure results equal in quality and quantity to those of past years; that that vital element of every true educational system, the discipline of the will, by means of reasonable and effective restraint, is in many instances disappearing, or is virtually resolving itself into an appeal of the teacher, who is in the right, to the forbearance of the pupil, who is in the wrong; that the effects of this new and unwholesome strain upon the teachers' nervous systems are frequently as visible in their harrassed appearance as in the changed character of the results of their labors; that the principals and teachers have found themselves driven into questionable expedients, one of the most natural, common, and yet most injurious of which, is the confession of the want of the requisite power to control, in the appeal to direct parental interference with school government; that this appeal, now so frequently made, is so vexatious to many of the parents thus appealed to, that the pupil is at last either sent to some parochial school from which no such appeal is likely to come, or, as is more usually the case, receives at home and in at least equal measure, that corporal punishment which, for his sake, has been abolished in school. The old axiom, "Qui facit per alium, facit per se," can scarcely have a more pertinent application.

Whatever the evils which the present by-law upon this subject may have sought to remedy, they are far exceeded, in my judgment, both in character and numbers, by those that have followed its establishment. So far from abolishing corporal punishment for offenses in school, it is obvious that it has simply transferred it, in part at least, and often with enhanced severity, to other and frequently less judicious agents, while, on the other hand, thousands of that large, dangerous, and sadly-increasing element of our social system, boys who are under no restraint at home, and who are most of all profited by it in school, are thus systematically trained to confidence in the victory of their own vicious willfulness over wholesome law and manifest right.

I leave to you, as your own proper function, the suggestion of the remedy or remedies. I have not sought to argue, but simply to present the facts as they have forced themselves upon my attention, and, under a strong sense of duty to the schools and to the community, to comply with your direction to report upon the order and discipline. It only remains briefly to add that in the female departments these matters continue in their long-established excellent condition.—*Report of* T. F. HARRISON, *Asst. Supt. N. Y. City.*

CORPORAL PUNISHMENT.—A report, in these times, could hardly be considered complete without some reference to this subject. We are of those, however, who firmly believe that the cry against the use of corporal punishment in school, is loudest from those who know the least about school work. We do not believe that the best experienced teachers in the land deem it prudent, or wise, to forbid it. The best disciplinarians seldom make use of it, yet they do not like to be disarmed. Pseudo reformers assail it as being a "relic of barbarism;" "brute force in the man appealing to brute force in the boy," &c., &c. We are half inclined to say, nonsense! What if the "brute force" comes first from the boy? What if there is an open rebellion, or a personal insult offered, perhaps during the first week of the administration of a "new teacher"? We would have as little punishment of any kind, as practicable. The best managed schools are the least disciplined. We would not have cowhides and ferules constitute an essential part of the school apparatus, to be used daily, nor weekly, nor monthly; but only, when there seemed to be no other judicious remedy. Nor, would we have a mutinous boy expelled from school, degraded to the street, to become a vagrant or a criminal, because, forsooth, it might be deemed inhuman,—by compelling him to submit to wholesame restraint,—to make a man of him. We have known a person to steal that he might be put into jail. We have known a boy to rebel in school, that he might be expelled therefrom. Expulsion was what his heart desired; hence by doing wrong he was made temporarily happy. The whip should not be used as a stimulus to study. This is never practicable—always dangerous. A mind paralyzed by fear is in the worst condition possible, to master a lesson.—*Report of* Hon. HORACE M. HALL, *Supt. Pub. Ins., Colorado.*

THE discovery is said to have been made in Rome on the Esquiline Hill, of some enormous ancient vessels in pottery ware, the largest ever found, and of such a size that a man could easily live in one.

INCOMPETENT TEACHERS.

There is no profession or calling, in which incompetency, if accompanied with a moderate amount of discretion, can be so completely hidden, as in this. A lawyer makes a serious blunder, and loses at once his case and the confidence of his client and of the community. A surgeon mis-sets a broken limb and he suffers, in consequence of his bungling, not only a loss of practice, but from a suit for damages. An architect erects a building that tumbles upon the heads of its occupants, and he must flee from the place to escape righteous indignation and an indictment for manslaughter. A teacher, however, may, with impunity, lumber along term after term and year after year, warping, dulling, befogging, stupefying or crazing the tender and susceptible minds that are given him to train, and no notice be taken of the irreparable injury that is being done. Could we but know how many bright, ambitious boys have become discouraged and disgusted with school work, and have been driven upon the street and thence into crime; could we but know how many delicate, sensitive natures have been crushed or driven into delirium, through injudicious management at school, we would doubtless exercise as much care in the selection of teachers as we do of cooks.

Not long since I visited a primary school. General exercises were being conducted. In response to one of the questions a bright little seven-year old held up her hand, her eyes beaming with delight and satisfaction because she could give an answer. She was called upon and gave it, essentially correct, but couched in language slightly ungrammatical. The teacher frowned and administered a severe rebuke for the bad English. The little head fell upon the desk and I saw the face no more during my stay. Do such teachers do no harm? Is it any wonder that children have to be driven to such a school? It is not in the nature of children to dislike to be taught. They crave information. If any one doubts this, let him take the hand of

some little prattler, and start out for a walk into the country, or along the sea shore, or down the city street. Let him discourse, in language within the comprehension of the child, upon the instinct and skill displayed by the birds in building their nests; or upon the philosophical mechanism of the various kinds of shells; or, upon the manufacture of toys; and see who will tire first, the teacher or the taught. A school may, and should be made attractive, not repulsive. This will be done if the teacher has a proper conception of the duties belonging to the profession, a love for it, and for children, coupled with an ability to read character and impart knowledge.—*Report of* Hon. HORACE M. HALE, *Supt. Pub. Instruction, Colorado.*

THE NORMAL SCHOOL WAR.

BY I. S. MAHIEN, ST. PAUL.

Fiercely has raged the war of words and wildly have the arms of Minnesota law-makers gesticulated in the Normal school at the State Capital, but still the Normal schools at Winona, Mankato and St. Cloud stand unscathed, to furnish ample food for wrangling and printer's ink another winter. However, as one eminent Senator remaaked, it is probable that good will result from the agitation which has been made.

Some bitter statements were made in regard to Prof. Wm. F. Phelps, principal of Winona Normal School. That gentleman has enemies, and perhaps not without reason, for parties of undoubted veracity and ability, and with abundant means for information, say that the Winona Normal School has been mismanaged. Prof. Phelps is apparently in love with his school and does not seem to know that the "money thing" is not plentiful in a new State, but in making his annual report, is fond of such expressions as "means should be supplied," "some provision should be made," which same are not welcome to the minds of the "horny handed" grangers who clinch their dear, hard-earned currency with a stubborn vehemence—and well they might. However, Prof. Phelps is no easy man to handle, as the State Normal Board discovered last fall, when they hauled him over the coals for "conduct unbecoming a teacher and a gentleman" or some such thing. The whole investigation ended in a farce, and Prof. Phelps came out with flying colors.

The Senator who distinguished himself mostly by his onslaught on the Normal Schools was I. Donnelly, Esq., formerly M. C. from Minnesota. He made an elaborate speech in which he said that it was not much of a job to manufacture school teachers; it was in fact something which any man of average ability could do. And why should the State of Minnesota expend so much money in educating schoolma'ms when they would be likely to go off and get married before teaching any "young ideas" whatever, in the face of the fact that 500 New England schoolma'ms could be imported at the cost of the mere freight? Why should the pioneers on our boaders, fighting with poverty, be obliged to support such "lordly establishments?"

This is patent, that Normal Schools in Minnesota are ahead of the development of the State. Yet, as our area is so large, and our population scattered, their number is not sufficient to meet the wants of the people. Add to this that the attendance at the Normal schools is large, and the conclusion would almost be arrived at that the Normal school system is not the most judicious for teaching teachers. In New York it was attempted during a series of years to train teachers in the colleges and academies, and several years since the plan was abandoned as futile. Supt. J. P. Wickersham, of Pennsylvania, however, says that "our best academies and high schools teach the several branches equally as well and in the same way as our best Normal schools." Common sense says that as the teachers at Normal schools are made of the same material as outsiders, there must have been something unsound in the New York system, and that Prof. Wickersham's head is level. If a high school teacher is not able to teach a student with reference to his

teaching others, that teacher is unfit for the position he holds, and should go to farming or invest in a saw-horse. If all the academies and high schools in the State of Minnesota or any other State trained teachers, the teachers in these schools being under rigorous supervision, with a piece of hemp, or bread and water for 20 years, ready for every embezzler, the wants of the people would be better supplied and money would be saved. But with three Normal Schools on the hands of our good people it would not perhaps be expedient to make a new move, at least for the present. The elephant is too unwieldy to twirl at will between your thumb and fingers.

If legislatures could do something towards raising the salaries of country school teachers, it would bring forward many persons of ability to engage in the "noblest of callings," and soon there would be little occasion for the Normal School then.

INSTRUCTION IN HISTORY.

BY PROF. W. F. ALLEN, STATE UNIVERSITY.

The reason that History is found the most difficult and unsatisfactory of all branches to teach, is that teachers do not form to themselves a clear conception what it is that the pupil should learn. There is a sort of superstition attaching to the past, which requires us to chronicle as historical events, occurrences which would hardly make any impression on us if they were contemporaneous; and to burden our minds with strings of names and dates which have neither interest nor meaning for us; just as we feel bound to prize as treasures of literature masses of rhyme which we should never take the pains to read if they were fresh from Appleton's or Osgood's counters. Let it be remembered that life—especially the school-life—is very short, while the facts of history are infinite in number; and that it is a wrong to the child's mind to cram it with any facts but those which will be of some benefit to it.

Now history, in the lower school-years, is not a disciplinary study, but one the sole value of which consists in the knowledge which is acquired. I might except the disciplinary value to the memory of learning bare facts; but this is not its value *as history*—for this purpose the class might as well commit to memory the list of unclaimed letters in the post-office, published in the daily paper. At any rate, apart from this, history is learned, at this stage, merely for the facts. Further, these facts are so innumerable, and depend so much upon one another for their full understanding, that it is hardly too much to say that the only way to acquire them is by copious reading. A boy who has a taste for books, and who has access to plenty of interesting historical works, will learn history fast enough; there is no danger about that. And for such a boy the only rule is to read what he is interested in. One will take Bancroft or Hildreth as a starting point, and continue with Palfrey, Irving, Parkman and other special histories of his native country. Another will select that series of distinguished American historians, consisting of Kirk, Prescott and Motley, and add to them Robertson, Froude, D'Aubigne and Ranke, until he has stored away a great amount of knowledge of this critical period of modern European history. And so on, the boy who has a taste for historical reading, needs nothing but to be turned loose into a library.

Nothing else, that is to say, for the acquisition of facts; for the most industrious reader requires something to arrange and systematise his knowledge. And what a boy or girl who reads history requires, in order to digest his reading, is, in the main, precisely what every boy and girl requires, as a basis and guide for future reading, and as knowledge, indispensable to even the lowest degree of culture.

These requirements are: first, an outline of chronology, secondly a knowledge of the great decisive events and names of history—as we may call them, *historical distances* and *historical emphasis*. The mind should be able to direct itself promptly and accurately to those names and events which form turning points or critical moments in the development of the race;

and to place them with precision at the proper distances from one another, and in their proper relations to one another.

A knowledge of chronology does not necessarily require or imply a knowledge of dates. A few of the great leading dates of history had better be fixed with precision in the memory, as landmarks; but even these can hardly be called indispensable. If one has nothing but such round numbers as these—starting with the Christian era, to fix upon 300 as the date of the establishment of Christianity, 500 as the overthrow of the Empire, 800 for Charlemagne and 1500 for the Reformation, he has a really accurate outline of Chronology, sufficient, so far as it goes, for the purposes of reading. Still, there is no memory so defective but may easily store up a dozen exact dates, which will serve as landmarks for the entire course of history. Such landmarks may be:

B. C. 753. Assumed date of foundation of Rome.
490. Battle of Marathon.
218. Second Punic War.
44. Death of Julius Cæsar.
A. D. 325. Council of Nicæa.
476. Overthrow of Western Empire.
800. Charles the Great crowned Emperor.
1066. Norman Conquest of England.
1250. Great Interregnum.
1517. Commencement of Reformation.
1648. Peace of Westphalia.
1789. French Revolution.

I think if a person knows these twelve dates, and the events associated with them, he has a tolerable outline of Chronology. But I should combine with these exact dates another series of round dates, by epochs of 500 and 250 years. For example:

B. C. 1500. Egyptian Empire.
1250. Assyrian Empire.
1000. Hebrew Monarchy.
750. Empire of Nineveh.
500. Persian Empire.
Flourishing period of Greece.
250. Roman Republic.
A. D. 0. Roman Empire.
250. Organization of Christian Church.
500. Barbarian kingdoms.
750. Carolingian dynasty.
Development of Feudalism.
1000. German Empire.
The Crusades.
1250. Culmination of papal power.
Downfall of Feudalism.
1500. The Reformation.
Spanish ascendency.
French ascendency.
1750. Period of Revolutions.
English ascendancy.

By inserting in some of the intermediate spaces, the most important characteristic of the intervening period, we have here a representation of the great dynastic changes of history, sufficiently complete and exact for practical purposes.

In considering how to supply the first requirement—an outline of chronology—we have reached a partial solution of the second problem, how to bring out and emphasize the important facts of history. This chronological scheme contains twenty items; add the twelve leading dates before given, and we have thirty-two important facts of history impressed upon the memory. Let us now add twelve names, with which we may associate most of the important events which are not associated with any of these thirty-two. These may be: Solon, Alexander, Hannibal, Cicero, Mahomet, Alfred, Charles the Bold, Columbus, William of Orange, Cromwell, Peter the Great and Frederick II. of Prussia. It is not likely that any two persons would select precisely the same set, either of names or of dates; these are given by way of illustration and suggestion. It will be observed that many of the greatest names of history—Cæsar, Constantine, Charles the Great, Gregory VII., Luther, Gustavus Adolphus, and Napoleon, are already provided for in connection with the dates previously given. American events are excluded, and will be considered separately.

In presenting his pupils some such outline as that here sketched, the teacher should be careful to impress upon them that this is nothing but a foundation, and that it will be of very little service unless accompanied and followed up by abundant reading. It would be well to require them to read Freeman's "Outlines of History," or some such work, in connection with these lessons; and upon every

event and every name, to encourage whatever collateral reading is in their power. If I knew any text-book of Universal History which contained just what I think a class needs, I would gladly recommend it; as it is, the teacher can make good use of any that he finds, for the lessons to be learned and recited, and can supplement them by the course here described.

The precise method of doing this must vary with circumstances. To carry out this scheme perfectly would require more time and access to more books than can be assumed with all teachers. What can the hard-working teacher do, who has no special familiarity with the subject which he is required to teach, and whose time is too fully occupied with other duties to allow him to make minute preparation in history? Of course we recognize the fact that such persons cannot do much more than teach the book which is put into their hands; that we all admit. If he can accomplish some collateral reading in connection with it—if it is only to read another text-book of the same grade—by all means let him do it. If his text-book is Anderson, let him read Freeman, or for Ancient History, Thalheimer, or, for modern times, Collier's "Great Events of History;" so much as this must be within the power of almost all.

Next, as to the class work. In objecting to a large proportion of the detail that we find in our text-books of history, I do not mean to advise the teacher to drop their use. It is better to do unprofitable work than no work at all, or than to do the work in a slip-shod, superficial style. Let the pupils be required to learn the book they have, until a better one is provided. And then, when the lesson is learned and recited; when a certain period has been passed over; let the teacher, by some process of elimination, determine the names and dates that shall be made prominent in their memory,—whether these given above, or some others that may suit him better,—write them upon the blackboard, and refer the lessons in the book to the outline thus sketched.

Thus: we will suppose the class to have reached the year B. C. 500 in the book. At this stage, let the teacher put upon the board, in a tabular form, the facts which he wishes to impress upon them strongly for this period. For example, combining the three classes of facts specified above:

1500. Egyptian Empire.
Moses. [with account of Exodus.]
1250. Assyrian Empire.
1000. Hebrew Monarchy.
[refer to David and Solomon.]
753. Foundation of Rome.
750. Empire of Nineveh.
[read in Book of Kings about Sennacherib and other kings; and give account of Layard's discoveries.]
Solon [with early Grecian history]
500. Persian Empire. [The history of Cyrus connects this with Babylon, and so with the capture of Jerusalem.]

The same method can then be applied to successive periods, as the several great epochs of history are reached.

We cannot assume a teacher to have the use of such apparatus in the way of charts and maps as he ought to have; he must make the most of what he has, and show upon his modern maps the boundaries of the ancient empires. To assist him in this, for the use of a teacher of general history, I know no historical atlas so good as Labberton's, which is inadequate for the needs of *reading* history, but admirable for class use. Let the teacher have this if possible. For modern times he will find Halsey's chart very serviceable.

At another time I will take up more especially the subject of Instruction in American History.

COMPULSORY UNIFORMITY OF TEXT-BOOKS.

Compulsory uniformity throughout the State does not seem desirable, even if practicable. In the first place, the tendency to routine, to unbroken sameness, is already very great in our public schools. This is, in fact, though to a greater degree inevitable, one of the greatest evils incident to any general system of public education. We are obliged to deal with pupils in masses; to prescribe rules and

regulations, courses of study, text-books, discipline, checks and spurs, restraints, incentives, etc., for groups, classes, averages, aggregates of scholars, rather than for individuals. We cannot consult or regard the special aptitudes, idiosyncrasies, needs, talents, tastes and temperaments of particular pupils, to any very great extent, in the instruction and management of common schools.

The governing unit in public education, as has already been said, is the mass, the aggregate, the school; it cannot be the individual, to but a limited extent. Hence, as already remarked, the tendency is to sameness of development that is not so favorable to the evolution of the most and the best of which each individual pupil is capable. And this is inevitable in any general system of common schools, or even in any school.

Now, the effect of a compulsory uniformity of text-books throughout the State would be to enhance this evil, whereas it is desirable to lessen it as much as possible. Under the present independence of the local districts in respect to the choice of books, while there is or should be strict uniformity in the schools of each separate district, there is the greatest diversity in different districts, towns and counties; so that pupils, passing from one district, town or county to another, may escape from the ruts of routine in books and methods of which they had become weary, to fresh books and methods, which, even though perhaps intrinsically no better, serve to inspire the pupils with fresh life and spirit. Under the plan of State uniformity, on the other hand, there would be no escape from the routine and stagnation of old books and book-methods, without leaving the public schools altogether; the same unvarying monotony would be found, in this respect, in every school of the State, till it should please the State authorities to make a change.

An occasional and judicious change of text-books in a public school is not, in itself, to be deprecated. On the contrary, it is often beneficial, not only when the change is from poor books to good ones, or from good ones to better ones, but for the mere sake of the change itself. There often comes a time in the history of a school when it is quite evident that the substitution of a fresh new book, for a long used old one, would greatly promote the interest of the scholars and the good of the school. In such cases, no higher power should stand in the way; the directors should be free to do what the welfare of their particular school requires. The only important question to be considered in such instances is that of expense. If the parents are generally able and willing to procure the new book, there should be no official obstacle to their doing so.

There are, of course, proper limitations to this view of the subject. Changes of text-books should not be frequent. Books should be adopted cautiously and wisely, and always upon their merits alone, and when selected, they should be retained, against all the arts, eloquence and entreaties of outside parties, till they have been fully tested—till they have subserved their best purposes, and done the most service and good of which they are capable, or till the consideration already alluded to, the manifest welfare of the school, reqires a change. This, as a general rule, will take a term of years. I do not think the instances are many where a good book, once introduced into a public school and procured by all the pupils fitted to study it, should be changed after a less trial than from three to five years. In a great majority of cases, such a book should be retained for a much longer period than that; while now and then we find a book of such rare excellence and perennial attractiveness and adaptation, that there seems no limit to the period of its usefulness, and of course no perceived reason why it should ever be set aside.

But the point is, that when the time does arrive when it is manifest, to those qualified to judge, that a particular book should be displaced by another, the power to make the substitution should not be contingent upon the will of the State Superintendent or of any other officer or person, or of any board outside of the community or school whose interests are

immediately concerned. And, in like manner, it should not be within the power of any outside official or board to require a book to be changed, which those most interested and best qualified to judge, desire still to retain. The *welfare of the individual schools*, as estimated by their appointed guardians, in the exercise of their best judgment, aided by the wisest available counsels—this, and this only, should be permitted to govern the question of changing or retaining a particular text-book. The action of the local school boards in the matter should be free alike from State functionaries, from the clashing interests of publishers, and from the importunities of their agents.

New text-books, when changes are found to be desirable, should be introduced gradually; not a simultaneous change of the whole list, but one at a time—now of an arithmetic, then of a grammar, and the next year of a geography, and so on, as new classes are formed, so that the expense may fall as lightly and as evenly as possible upon the parents, and the general course of instruction in the school may not be suddenly changed. If these rules are observed, every school will be kept substantially abreast of all real improvements in text-books, while the great evil of frequent and violent changes, and consequent irritation and burdensome expense to the people, will be avoided. It is only when unnecessary and arbitrary changes are made, changes not required for the welfare and efficiency of the school, but made under the pressure of outside and it may be mercenary influences, that, as a general rule, the people are dissatisfied and complain of the expense to which they are needlessly subjected. Against all such changes of text-books it is impossible to remonstrate too vehemently.

Again: The law of 1855 in relation to State uniformity of text-books, maps, charts, etc., was objected to for the reason that if enforced and carried out, it would seriously impair the *aggregate efficiency and power* of teachers, and thus be an injury rather than a benefit to the schools of the State, as a whole.

This would be less obvious if the great body of our teachers were so thoroughly the masters of the subjects taught as to be on their own account, independent of text-books, able to teach equally well with them or without them. Though even then the objection to State uniformity would not be without force, as will presently be shown. But when it is considered how dependent most teachers are upon the text-books they use—upon the very words of their authors—the correctness of the position assumed will be very different.

In all kinds of labor, the ways and means, the instrumentalities and methods employed, are manifold and various, almost as much so as the characteristics of the laborers' themselves. Hardly any two farmers, mechanics, merchants, manufacturers, artists, or workers in any other pursuit, do the same thing in precisely the same way. Numberless familiar illustrations of this will readily occur to every one; I need not give them. Each may do the thing quite as rapidly and as well as the other, though each does it after his own manner; and to require either to adopt the method of the other would be absurd in itself, and ensure loss both in the quality of the work done and in the time required for its performance. As well oblige every lady to use the same kind of a sewing machine, or every farmer the same kind of a plow or reaper. The end being the same, let each attain it in the way that is best for himself—this is the common sense of it, and the practice which obtains in all the industrial pursuits of life.

The same principles apply in the use of text-books, and in the means and methods of teaching, explaining and illustrating different sciences and branches of study in common schools. Reading, spelling, arithmetic, geography, history, penmanship, grammar, algebra, the classics, the natural sciences, and whatever else is taught in the public schools—how differently they are presented, taught, and illustrated by different teachers. What diversity in the chosen sequence of subjects, and topics, and rules; in the order and

methods of development; in the aids and instrumentalities employed; in the relative prominence of this or that principle; in the manner of study, investigation, instruction and recitation. As teachers are generally consulted, and should always be, in selecting text-books for the schools of which they are to have charge, when such selections have not already been made, they can suggest authors whose methods are most in harmony with their own habits of thinking and teaching, and which they can use most effectively. And when changes are made, the same end can be kept in view. In this way, by a rational eclecticism, by allowing teachers to use, so far as practicable, those books which they know by experience to be the best adapted to their own methods of investigation and instruction, and with which they can do the best work, it comes to pass that, as a general rule, each teacher is in a condition to achieve the utmost of which he is capable—he is equipped with implements which he knows best how to use.—Hon. N. BATEMAN, *State Supt., Ill.*

HOW AN ENGLISHMAN SEES US.

In a recent volume on "National Education and Public Elementary Schools," the author, Dr. Rigg, makes the following, among other observations, upon American schools:

"When De Tocqueville visited the United States, the religious character of the schools was marked. Since that time it has, in many instances, been gradually fading away. It may well be doubted whether the moral tone of the common schools in the States to-day, or of the national education generally, higher as well as lower, is nearly so good as at the time of the illustrious French philosopher's visit. One thing, moreover, is absolutely certain, that there neither has been, nor is likely to be, any secular system of schools in the States; if for no other reason than this, that there is, and is likely to be, no national *system* of schools whatever. Except in Massachusetts and New York there appears to be hardly a shadow of even a State system, properly so called, anywhere; and in Massachusetts there is, in reality, no State system. The State has no power to enforce any regulation on the towns or parishes; it can but recommend. Its grants of money are altogether trivial, and, trivial as they are, they are not made to depend on any conditions essential to the efficiency of the school instruction. The Massachusetts Board of Education admit that they have no power whatever over the schools of the State, and that all they can do is to regard their progress with watchful interest.

"In New York State there appears to be nothing whatever really in the nature of a State system, no organic or regulative unity whatever among the schools, or in the total school administration of the State, as such. In the city, of course, there is administrative unity."

"It has been customary for persons to take the model schools of Boston, or of New York, as examples of the United States national system; whereas they are quite exceptional, and only serve to illustrate the enlightenment and liberality of public educationists in these two cities.

"Even in New York and Boston," no "more than a small fraction of the children pass onward through the grammar and high schools, or even through the grammar school. 'One of the New York assistant superintendents,' says Bishop Fraser, 'computes that *not more than one half* of the children who attend the primary schools *ever enter the grammar schools;* and another states that *a considerable number do not even complete the primary course.*' "

Quoting from a Vermont report, Dr. Rigg continues:—"Many of the better teachers are driven out of the schools by those of immature age and insufficient accomplishment, who underbid them. A large proportion of the town superintendents are totally incompetent to conduct an examination; others are men of sufficient capacity, but for years they have been unfamiliar with scholastic matters. But, however competent they may be, it requires a good deal of nerve for a man to deny the daughter of his friend a certificate, especially if the parent of the

child should chance to be a member of his parish, or on the list of his patients, or to be trading at his store."

"The root of the whole evil is no doubt to be found in the all but absolutely local standard and government of the schools. Local influences altogether predominate."

"The untrained teachers being, partly as a consequence of their want of training, very poorly paid, take up the work of teaching only as a make-shift, and speedily forsake it when they find the opportunity of obtaining more remunerative employment; many of the male teachers indeed having undertaken to keep school merely as a means of supplementing their earnings from other sources, often from manual labor."

"I must not omit to note one deficiency in the American provision of schools. As a rule, there are no infant schools. Some, indeed, may doubt, from the accounts of juvenile precocity in manners, habits, and dress, of which we often read in American papers, or extracts from such papers, whether there are any children in America fit to be classed as infants after they have learned to walk. In reality, however, the absence of infant schools is probably to be accounted for from the pervasive comfort and superiority of home-life among the American people, as compared with the masses of our English population. Nevertheless, infant schools are a great power, are really good for the children of the well-to-do classes as well as for the poor, are full of happy instruction and entertainment, beautifully combined, for young children, and greatly facilitate their acquisition of knowledge and culture in the after departments of education. But infant school teaching, pre-eminently is a part of educational science; and of teaching, as a science, little comparatively is known, among either the teachers or the people of the States."

"Such is school education in the United States. As a whole, it is inferior; inferior in all respects to that of this country. As respects normal colleges and training, the qualifications and supply of teachers, the school-rooms, their furniture and appointments, and the regularity of school attendance, public elementary education in the States, falls below the English elementary public school system. And yet the citizens of the States are, on the whole, more intelligent and better educated, as a matter of fact, than the people of this country."

"The American child is born into a reading, intelligent family, conversant with the history and politics of the country, with business, with all that belongs to civil and social life; is born, also, into a thriving, active, self-reliant community; is born into the midst of thoughtfulness, of moral and mental energy, of practical shrewdness and experience."

"He is surrounded, from the very first, with all the infinite activities of the most exuberant commercial and political life that the world knows; and he has an open pathway before him from the first. Such conditions of life as these enable a youth to rise in the commercial and social scale with a minimum of school education."

"Life in such a nation can hardly be dull or slow; intelligence can hardly be inert. Hence arises one of the most distinctive educational forces of the States, which makes itself felt in the schools as elsewhere. The people have a natural gift of teaching, of impressing others with what they mean, of forcible and picturesque, often very homely illustration."

"Had they, as a class, but knowledge and training, as they have faculty and aptitude, they would, as popular and elementary teachers, be, as I have already said, almost unrivalled."

"In not a few things, English schools and teachers might learn excellent lessons from the best schools of America. Animation, cheerfulness, incisive, effective teaching, are the properties of all good American teachers; brightness and effective discipline are the characteristics of most American schools of any considerable pretensions; practical sense, which takes the shortest road to the result aimed at, is an attribute of American educators, as it is of the American citizen in all stations of life."

OBSTACLES IN THE WAY OF TEACHERS.

BY H. M. OLDER, SUPT. MARQUETTE COUNTY.

There are things which teachers have to contend with that take all their energies to overcome, leaving but little to expend for the improvement of their pupils; and some of these I wish to point out, and also suggest how they may be remedied.

The first is poor school houses, and over this teachers have no control. It takes two-thirds of a day to get some of our school-rooms warm—and then it cannot be done. Now the objection need not be raised, "We are poor, and cannot afford to build a new house;" for ten dollars in many cases will make the room warm and comfortable, and any district can afford that. I was in a school-room this winter where it was necessary to sit with my overcoat on, when two bushels of lime and a new door would have made the room as warm as need be. It is true a few of our school houses can only be repaired by new ones; but many can be made comfortable by the outlay of a few dollars, which will never be felt by the district.

The next thing teachers have to contend with is BAD VENTILATION. Many of our school rooms are small and low, with no way of ventilating them. It is necessary that a hot fire be kept to heat the back part of the house, and those pupils who are obliged to sit near the stove, inhaling the heated and once breathed air, suffer a great deal, and many lung diseases are contracted. A half hour's time in fixing windows so they can be lowered from the top, and a little carefulness and COMMON SENSE exercised by teachers in requiring pupils to put on extra wraps before passing from this over-heated room to the cold air outside, would prevent innumerable cases of disease. An education is of little worth if got at the expense of one's health.

Another thing which can be remedied with a very little expense is the miserable seats that prevail in most of our school houses. Many of them have been broken and patched up so that scholars virtually sit with their knees in their mouths; while others are so high that small scholars cannot touch their feet to the floor. It is as cheap to build a comfortable seat as it is one that is uncomfortable, and many parents realize this when paying expensive doctor bills to cure their children of spinal complaints, brought on by being compelled to occupy these EXCUSES for school seats. The health of your children demands that you give attention to these things.

Another great and needed improvement —and one which can be brought about without any expense—is the appearance of the school grounds. If these are kept in a neat and tidy manner it will have a great influence on the pupils. A few shade trees set out, the natural trees and bushes which surround many of our school houses, trimmed up, and a little care taken to make the grounds attractive, would greatly conduce to the improvement of the morals of the young. Especially should the parents see that proper outhouses are provided. Surroundings have a great deal to do with the proper development of the morals. Who does not know that profane and vulgar language is much more frequently used in bar-rooms and saloons than, by the same individual, in our parlors and drawing-rooms?

Another duty—easily performed—is sadly neglected by the patrons of schools, and that is the visiting of your schools. Who would think of placing a man in charge of his business and never visiting him for four months? Such an individual would be reckoned a very foolish business man, and financial ruin would be the consequence of such a course. And do you think the training of your children of less consequence than the management of your business? Common courtesy should at least prompt you to visit your schools, if no higher motive.

If these suggestions—which are in the reach of all—are acted upon, the result will be an incalculable benefit to our schools.—*From a Circular to Teachers and Patrons.*

ECONOMY IN THE SCHOOL ROOM.

BY MRS. H. E. G. AREY, WHITEWATER.

We complain of the shortness of the time allotted to study in our High and Normal schools—that the two or three years given is not sufficient for the work that is to be done. But this time would be less cramped if it were not sadly curtailed before it begins—by the incompleteness of the work which professes to be done in our common schools. If the pupils from these schools had ever been taught even to read and spell properly there would be a great gain.

The pupil who has learned only one thing as it should be learned, is ready for the next step. But if no enthusiasm has ever been used—if he does not know, and does not care what knowledge means,—if the page of his text-book presents nothing to him but a mass of words to be learned by rote, then the task of reclaiming the waste field of the mind makes a sad breach in the time which should be given to positive advancement.

There is so much lumber in most of our common schools—such lack of clear and comprehensive statements in the text-books—such lack of clearness on the part of the teachers—such lack of energy and impressiveness in imparting what would otherwise be clear. The pupil once roused knows inevitably what we are teaching him—asleep he knows nothing. The work which has been gone over in the history of many of our common schools might be compared to a ship-yard where the master builder with his plans has been changed once a month. The ground is strewn with plenty of timber and rubbish, but scarcely a block that can be used in the structure required. "They seem to be marching," says Taine of the school men, "but they are merely making time." And this is true of the many of our common schools. With the foundation work thus done there is no time to give roundness and finish to the knowledge imparted in a more advanced course, a thing which is like the stamp of the mint in securing its value. The structure of knowledge that is not crowned by the turrets of wisdom is like a house without a roof—left to be disintegrated by the winds and storms, or to form brickbats for the mob.

Fresh topics, too, are constantly pressing for attention in the school room. In all these wasted years time might be gained for work like this. The dreary months spent in rote learning of grammatical rules and geographical names could be utilized—saved for other work, and the geographical and grammatical knowledge would not lose, but gain in the process. A list of geographical names, located indefinitely—is the dullest of all knowledge—hardest learned and soonest lost. But the moment the teacher fixes those places in the mind of the pupil—their direction from him as a center—traces the distances—lifts the places—boats, towers, streets, shops, gardens, plantations—before the eye of the pupil the dullness vanishes,—the crushing tax upon the memory is removed, the knowledge offered has grappled with the mind and taken root. But this process takes much time. Yes. It takes time to winnow the chaff from the seed you sow,—takes time to-day, but wins it a hundred fold to-morrow. Thus taught the same task would not have to be gone over again next term, and next year ad infinitum. The time saved would be given to some of the many attractive subjects that science and literature offer. And the knowledge thus gained would be a strong hedge set about the fair garden—of the young mind—keeping out the beasts of prey, and keeping in its best capacities. This would not be merely an economy of time, but a still greater economy of mental power. And if the saving of human life is an economy to the State, is not the saving of mental strength a still greater economy? We have seemed to look upon mental energy as an inexhaustible power. The more you spend, the more you have has seemed to be the opinion concerning it. But we are beginning to learn that it is an exchequer upon which we cannot draw recklessly and yet always find it full. We say there is no royal road to learning, and

the custom has been to give the learner a task at hewing stones in a perfect valley of desolation, that he might at least have the hardship, whether he obtained the learning or not. The crumb of truth in this adage is that the mind grasps nothing upon which it does not turn a clear, sharp and persistent attention. This kind of attention to the points required *is* a royal road to learning—laid in granite—that can never wear out. And the object in thus vitalizing the subjects taught, from the beginning up, is to grasp and hold the attention of the pupil so that the thing once learned is learned forever. In thus adorning the path by which he ascends we do not weaken—we strengthen him. We save his morning energies for the noontide task. We add also the impulse which the miner receives when he knows where the gold is, in the shaft he is digging.

DISCRETION IN DISCIPLINE.

Inattention to the notices and directions given from the desk, is a general and grievous misdemeanor in the school-room. A firm, judicious discipline which will cure this is a desideratum and a duty. Miss Vertebra is a capital teacher in some respects. She sees the mischief of inattention, and decides to crush it out at once. Very good so far. All cases of this misdemeanor are to be amply punished, and even-handed justice dealt out in her school-room. Ah, it is in the very idea and expression of "even-handed justice" that discretion is left out and that injustice lurks. At some point in the day's instructions she has occasion to make some remarks to the school on some interesting topic. Pupil A., an earnest, thoughtful, tenderly conscientious girl, listens, and is cast into a natural train of thought. Pupil B., empty-headed and indifferent, simply hears, but does not give it an original thought. In another moment Miss Vertebra has given a short notice. Pupil B., with mind unencumbered by any thought, takes it in at once—perhaps, too, may forget it shortly; so she makes no sign. Pupil A. just checks her innocent reflections in time to discover that the notice has escaped her. She might let it go, and find out some other way; but earnest to know her duty, and trustful in her teacher, she raises her hand, and on permission, asks the repetition of the order. Miss Vertebra in indignation fires at her the same penalty that would have been inflicted on the most giddy and thoughtless inattention in the room, and tells her to stay half an hour after school, thus striking a cruel iron into the tender heart of the girl, and rousing her parents to resentment. Discretion would have suggested a discrimination in the administration of punishment; and that where reckless inattention deserved the severer penalty, one arising from pure *thoughtfulness* should have been noticed only in the gentle rebuke which would have done a complete yet healthful work in so true a soul.

Discretion, discrimination, a study of individual character, a careful adaptation of every individual penalty to the character of the delinquent, alone can prevent justice from lapsing into tyranny.—*Minnesota Teacher.*

GRADED SCHOOLS.

[We welcome the following from an old Superintendent; we hope that others who have had like experience, will occasionally let us hear from them:]

In the February number of the JOURNAL the question is asked, "Which is it best to build, a good central school house, where a school of a higher grade may be taught, with accommodations for primary schools in convenient localities in the village, or two or three on the old plan, without regard to any higher grade?"

I should *always* choose the former whenever it can be had, even in the country. There are many reasons why I should so choose. One is, that I would rather teach a class of forty pupils than a class of two or three. The best number for a class is from fifteen to thirty. Each ungraded school will have five, and most of them six Readers in school. The first three Readers at least, have each a class beginning it, and one finishing it—making nine or ten reading classes. Of course each class must read at least once

a day. Each class must spell at least once a day. Each class must have some lesson in numbers once a day, whether simply a counting lesson, a lesson in per centage, or a lesson in cubic root. These, with the grammar lessons, geography lessons, etc., make up from twenty-five to forty recitations for the teacher to hear in five and a half hours, for at least thirty minutes each day must be taken up in recesses. Of course this great number of recitations is not as it should be, but is as we find it—say an average of thirty recitations each day; eleven minutes to each recitation. Now, if we put two of these schools together, we have twice as many pupils in each class—generally a gain instead of a loss; and if we divide the school, giving half of the whole number of classes to each of two teachers, we double the time for each recitation, and divide by two the cost of apparatus for illustration. And we unite instead of divide the interests of the community. With the same quality of management on the part of school boards and teachers, I think graded schools always do better than ungraded ones. If graded schools fail it is for lack of suitable school-houses, of apparatus, of proper management by the school board, or of ability in the teachers; or a combination of these deficiencies may cause the failure.

Very truly, W. H. HOLFORD.

I wish to correct a mistake in the January number of the JOURNAL (p. 29.) I believe that third grade certificates should be granted for one year, (not six months, as stated;) second grade for eighteen months, and first grade for two years.

W. H.

NOTHING, in truth, has such a tendency to weaken, not only the powers of invention, but the intellectual powers in general, as a habit of extensive and various reading without reflection. The activity and force of mind are gradually impaired in consequence of disuse; and, not unfrequently, all our principles and opinions come to be lost in the infinite multiplicity and discordancy of our acquired ideas.—*Dugald Stewart.*

OFFICIAL DEPARTMENT.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

FORMATION OF DISTRICTS—SITE—LOANS.

Q. Our districts are badly arranged, and it is proposed to take a vote in town meeting whether the town board shall re-arrange them; will it be necessary to put up notices of the intention to vote on the question?

A. The notices will do no harm; but the town, as such, has no control over the formation or alteration of school-districts, and any vote upon the subject will have no legal effect; but an expression of *opinion*, on the part of the voters in town meeting, would be of some service to the town board perhaps. If their judgment coincides with the opinion of the majority, of course any action taken will be likely to give more general satisfaction.

Q. Can a school board select a site for the school house?

A. A school board may be requested by the district to find a good site, and report, but the district must "designate" the site by vote. (Sec. 19, *Fourth.*)

Q. Is not the vote of two-thirds of the voters present at a district meeting sufficient to authorize a loan?

A. The school law expressly requires a vote of two-thirds of all the voters in the district. (Section 119.) The same requirement is made in the special law authorizing loans from the "trust funds" of the State. Chap. 42, Gen. Laws of 1871.

POWERS AND DUTIES OF DISTRICT BOARDS AND OFFICERS.

If a district clerk refuses to draw an order for a teacher's wages, what can be done?

A. Complaint can be made to the county judge who is empowered to remove a district officer for *willful* neglect of duty.

Q. It is the opinion of the best lawyers here that the majority of the board can pay the teacher, if the clerk refuses to draw an order for money due; how is this?

A. The majority of a board is sufficient (a meeting first being called) to give

validity to any act which can be performed by the board as a board, with one exception made in section 48. But a school board has no power, as such, to disburse money. The way in which this is to be done is specifically provided for: the clerk must draw an order (section 40); the director must countersign the order (section 82); the treasurer can then legally pay the order, and not before. District officials are liable to penalties for any violation of law in this matter. (Sections 134, 136.)

Q. Has a district board power to rent a vacant room in the school-house?

A. Under the decision of the supreme court (quoted on page 75 of school code) the board has no such power, but if the room is not used, if no harm is likely to come to it, or the building will not be endangered thereby, there appears to be no good reason why any tax-payer should object to the renting of the room.

Q. At the annual meeting we voted to build a school house; soon after it was found that a better site could be obtained, and a special meeting was called for that purpose. In the mean time the board hurried on to let the contract for building on the old site, though a strong remonstrance was made against it. The meeting designated a new site and voted to sell the old one; but a majority of the board refuse to take any action, and the contractor has been informed that we will not have a school house built except on the new site. What can be done?

A. A school board is but the agent of the district in matters which the vote of the district is to decide (of which the designation of the site is one), and must carry out its wishes. For willful refusal to do this they are liable to removal, or may be proceeded against by *mandamus*.

CONTRACT—TEACHERS.

Q. Ought I, as treasurer, to pay an order for the wages of a teacher who has had no certificate for the past three years? The majority of the board hired her, without any certificate, and a good lawyer here says she can recover her wages, and that I might as well pay her.

A. It may be that she can obtain judgment, if she brings a suit for services rendered, and you would then have authority of law for paying her; but it is nevertheless true that the board has acted illegally; and you must judge for yourself whether it is best to sanction their illegal course, or to let the district learn a lesson by paying the costs of a suit.

Q. The clerk wishes me to teach a second term, and most of the people have signed a petition that I be hired again, but the director and treasurer are determined to hire a relative of the treasurer; have they a right to do so?

A. The action will be legal; but as you state the case, it would seem to be of very doubtful expediency. It is generally unwise to hire a relative of any member of the board—more especially if the people are opposed to it.

Q. Our teacher is very near-sighted, and can speak neither English nor German plainly, and the county superintendent only gave him a "permit" to teach, in case the board wanted him, and afterwards revoked it. Still he keeps on. What can we do?

A. He should not be permitted to keep on; the board should close the school. If they do not, and the people keep sending, it is their own fault. The primary fault was in the county superintendent. (See sections 42, 55 and 102.)

Q. Can a teacher recover wages if she closes the school on account of the extreme filthiness of the school house, the board refusing to get it cleaned?

A. The board must keep the school house in "good condition"—(Sec. 49)—in such a condition that the school can be taught; and for neglecting the duty grossly, may be removed. The teacher would have a good cause for demanding wages while absolutely prevented from teaching by the condition of the school house.

Q. Is a teacher justified in making a pupil stand day after day in school, because she will not own the truth?

A. It is proper to punish a pupil who tells a falsehood; but any form of torture or restraint to extort confession, is not commendable; if confession is made at

last, it may be attended with no penitence, and followed by no amendment.

Q. If the board and teacher agree to suspend the school for a time on account of contagious disease, can the teacher recover wages for the time so lost?

A. He cannot.

Q. When the time comes at which the school was to close, can the teacher, in the foregoing case, compel a continuance of the school, to make up lost time?

A. Not unless it was so agreed, when the school was temporarily suspended. It might be at a time when the school would no longer be profitable.

TEXT-BOOKS.

Q. Is the use of a list text-books adopted by the board binding on the teacher after three years?

A. The list is binding for three years and until changed by the board; but the teacher has no power, under any circumstances, to determine what text-books shall be used. It rests with the board. Of course the opinion of the teacher may be asked.

Q. Our teacher has introduced a certain church catechism, and persists in using it, although forbidden by a member of the board; is this legal?

A. The constitution forbids sectarian teaching, and the board itself is not authorized in introducing such a book and instruction from it, much less the teacher. The board should peremptorily forbid it, and should be complained if they do not.

EXAMINATIONS—CERTIFICATES.

Q. Is a standard of 65, 75, and 85 per cent. a proper one for the three respective grades of certificates?

A. This standard may be regarded as a fair medium, but it depends partly the character of the questions, and partly on the average scholarship of applicants. What may do in one county (in regard to third grade certificates) may not be expedient or practicable in another, as the material at hand must mainly be used. In regard to the other two grades there is not so much need of variation or flexibility.

Q. Is it well for a superintendent to advertise a time for private examinations to follow the regular examinations?

A. It may sometimes be proper, and is customary with some superintendents, to appoint a "supplementary examination," to follow the regular series, but this is public, like the previous ones. As little encouragement as possible should be given to private examinations.

Q. Is there any means whereby a county superintendent can be prevailed upon to hold his examination at other times for cities than in the school term? What is the law or custom on the subject?

A. The law leaves the whole matter to his discretion. Of course he may reasonably be expected to pay regard, as far as practicable, to general convenience. It would be manifestly improper to appoint his examinations at a time when the schools are generally in session, and if practicable, he should accommodate any particular town or city in this respect.

Q. Should a certificate ever be renewed, without re-examination?

A. It may be allowable, in case of exigency, to continue the life of a certificate, that a term of school may be finished, but a new one should not be given, without a new examination. Good teachers will wish to pass a better examination this year than last, and should seek for a higher grade, if they wish to avoid the necessity of so frequent examinations.

MISCELLANEOUS.

Q. Through a mistake in the report made by the county superintendent, in 1870, our district did not receive its full share of school money. Can you not rectify the mistake?

A. The State Superintendent is not authorized to go further back than 1871. (See Chap. 300, Gen. Laws 1873, p. 7, School Code, Sec. 68) The reason for some limit is obvious.

Q. Can a town adopt the town system while it has but one district?

A. The difficulty in the way is not illegality but impracticability. There is no need of any change, so long as there is but one district. It would be better to adopt the vote to take effect when there

are two districts, or to wait till that comes about.

Q. If two towns are quite unequal in their liberality in raising money for schools, it operates unequally in a district joint between them; what is the remedy?

A. One remedy is for the liberal town, if it contains the school house, to adopt the town system.

Q. The clerk gave notice on the 22d, of a special meeting to be held on the 28th; was that a sufficient notice?

A. It was not; both the days could not be counted, therefore the notice was less than the six days required. (See Revised Statutes, Chap. 140, Sec. 52.)

Q. If the district pays for the JOURNAL OF EDUCATION, to whom does it belong, the district or the clerk?

A. What the district pays for of course belongs to the district. The JOURNAL, like the School Code, is for the especial use of the clerk and other members of the board; it may be loaned, discreetly, but should be taken care of by the clerk, and handed over to his successor. It is well to have each volume bound.

Q. Where should saw-logs be assessed, in the district where they are, or where they are to be sawed? and where should lumber be assessed?

A. Merchants' and manufacturers' stock is to be assessed in the district where it is "situated." (See Sec. 63.) Logs may be considered as manufacturers' stock, and lumber, when manufactured, as merchants' stock.

Q. Should a town clerk fill an alleged vacancy in a district board on the information and request of an individual voter of the district?

A. The certificate of the other members of the board is the proper information to act upon. If this is neglected by the board, the resolution and request of a special meeting of the district would be a proper basis of action.

Q. Our county superintendent says the day of spring election is a legal holiday whenever a judge or other general officer is to be elected; because, he says, it then becomes a general election day. Is this correct?

A. It becomes, in a certain sense, "a general election day," but cannot be considered "*the* general election day" referred to in Chap. 82 of Gen. Laws of 1872.

Q. Our district treasurer died and the surety on his bond took possession of the books and papers, and likewise of the funds, and refuses to give them up to the treasurer newly appointed; how can he get them?

A. So far as the books and papers are concerned he can proceed under Sec. 9, Chap. 156, Rev. Statutes. The funds should have passed into the hands of the administrator on the estate. The new treasurer can complain to the Judge of Probate of the retention of the funds belonging to the district treasury. But in matters like these, not provided for by the school laws, it is best to obtain professional counsel.

Q. Is a certificate valid which does not state the holder's standing?

A. A distinction may be made between the form and substance of a certificate. If it sets forth that the holder is qualified to teach and is licensed to do so, for a certain time and within certain limits, it is, *pro tanto*, the "certificate of qualification" required by Section 107, and is not rendered invalid from the neglect of the superintendent to give the standing, if a school board is willing to contract with the teacher without this information.

Q. Can a teacher's certificate be annulled because she is obnoxious to the district, no charges being preferred against her?

A. Certainly not. This would be condemnation and punishment without any trial. It does not follow that a teacher is seriously at fault because she has become obnoxious. It may have been brought about through malicious gossip.

Q. Can a district treasurer take a percentage for the collection of a special district tax?

A. There is no authority of law for his doing so.

IF you have a bright thought, express it in the simplest language possible. A diamond should have a plain setting.

EDITORIAL MISCELLANY.

AMONG INSTITUTES.

At the present writing the educational interests of the State largely center in Institute work. Eight Institutes have been successfully completed, in as many counties, three more are now in progress, and six remain for the two weeks succeeding the present one. Of those already completed, or now in progress, we have personally visited and addressed six, have caught somewhat of the spirit animating conductors, teachers, and people, and before the restless iron horse whirls us away to new fields and faces, we employ a quiet hour in recording for April readers our first impressions.

We have always regarded this Institute work as one of great value, in several respects. Our observations during the past three weeks have fully confirmed former impressions. Institutes perform a necessary, an important, and a peculiar work, and the State makes no wiser expenditure of money than that for their support.

To teachers they impart, indeed, little of either knowledge or training. Short term Institutes, at least, are not designed for this. They are not intended to supply the place of schools. They make directly neither better spellers, readers, geographers, nor arithmeticians. The time is altogether too short for this. But they lead teachers to desire *to become* better spellers, readers, geographers, and arithmeticians. They give strong hints at better methods of both learning and teaching these things. They infuse into even the dullest souls a desire to become better scholars and better teachers, and wiser and nobler men and women. They tend to give to teaching a dignity with which ignorance, shallowness and slothfulness are not consistent.

Such is their influence upon teachers, who are thereby stimulated to larger acquirements, to fuller and more exact scholarship, to more thoughtful and wiser methods of instruction and discipline, to a higher ambition, and to a nobler enthusiasm.

If the Institutes have failed hitherto in aught, it has been in practical suggestions for that *after-growth* in "light and sweetness" for which they have kindled the desire,—in stronger suggestion and advice for *self-culture*, for *Normal* and other *school* culture, and for a livelier interest in and knowledge of the principles and measures and men of our wonderfully active and inquiring age.

Upon public sentiment the influence for good of these Institutes is considerable. We have in many places found them to be gatherings not only of teachers, but of the friends of schools. The Institute is frequently an important event in the locality in which it is held. Many of the best men and women of the place are present at some time during the session. In not a few instances their visits to it are frequent and protracted. Education and educational methods are themes of discourse in many homes. The general interest is attested by the almost invariably large attendance at the evening lectures. Public opinion is thus both enlightened and strengthened, and educational progress thereby rendered easier and surer.

We believe that much credit may be given to the influence of the Institutes in thus moving and molding public sentiment. While they give to the community better teachers, they make for the teachers a more appreciative community. We are inclined to think their power for good in this direction—already considerable—may be largely increased.

Of the peculiar fitness and ability for their work possessed by the three Institute conductors, Professors Graham, McGregor, and Salisbury, we have had ample evidence, both direct and indirect. They are men of varied, full and exact attainments, thorougly in earnest, and always commanding the respect, confidence, and attention of those under their instruction.

Not having time or space this month for a fuller record of our wanderings, we write only of our second journey, partly because the Institute at Stoughton, to which we made our first visit, has been described elsewhere by another hand, and

partly because of the exceeding interest of our experience in the remoter place.

Whirled away something like 200 miles northwest of the capital, it was only our strong faith in geography that could exorcise the impression of having nearly reached the limits of creation. Did we not leave behind us the robins, bluebirds, and "ethereal mildness" of spring, and, passing beyond the Infernal Lake, and over many a league of desolate and blackened and wearisomely level pine lands, come at last to a region apparently given over to perpetual winter? Were we not dragged at times between banks of snow fully up to the car windows? Could *Ultima Thule* lie far beyond? But we are anticipating.

Amid the approaching shades of evening we caught our first glimpse of Devils' Lake (hold this not a typographical blunder), a truly wierd and unique spot, of whose remarkable features we had formed no adequate conception. After as full inspection as we could make from the platform of the car, and after a ready fancy that we were gazing upon the veritable *Avernus* of classic story, we felt an impulse to offer sacrifice to the mighty agencies which had wrought the wonder. What more acceptable (and more convenient), thought we, than a change of orthography that should recognize plural forces as the more fitting theory of so great a marvel? Hence we have deliberately changed the place of the apostrophe, as above, and here record our belief that the torn rocks which cover those lofty slopes must have tasked the utmost powers, not merely of one, but of at least seven devils.

After passing the night at Elroy, an immature but promising young village, whose years may possibly number one and a half, we sauntered out in search of the Academy, of whose founding we had heard. Climbing the hill along paths whose uncertain direction led us to seek the guidance of a chance-met citizen, we at last reached the commanding but rude site whence the building overlooks the village in the valley beneath. All around were the trees and bushes of a primitive woodland. The building we found to be a substantial, square, wooden structure of two stories, neatly painted without and well finished and furnished within. The school had opened only the previous week. We were courteously received by Mr. Washburn, the principal, and found in attendance a score or more of intelligent and good looking young men and women.

What manner of place is this which at scarcely two years of age points to an Academy as its best building? We thought as we stood before it and gazed down into the really beautiful valley beneath, where nestled the infant village, that thus did the Pilgrim Fathers long ago in far away New England, and we felt kindly disposed toward this people, and hoped that from these beginnings might come results as great as have blessed and distinguished many a town in Massachusetts and New York valleys. May Elroy Academy yet send out to the University, or to the Colleges of the State, or to honest and successful business life, an annual score of well prepared graduates. The day that shall see this will see superior public schools in the village beneath, and in the country adjacent—even far beyond the sound of its bell. There is no necessary antagonism between the public school and the academy or college. The true prosperity of the one ought to be the prosperity of the other.

A few hours of patient endurance brought us at last to Menomonee and filled us with the gladness the desert traveler experiences when he reaches an oasis of long desired delights. In our oasis the palm trees and running brooks were purely metaphorical. In hard reality the former were *pines* and the latter were *ice*. But are not the pleasures of soul as real as those of sense? And where have we met more cordial welcome, more genial hospitality, more appreciation of the worth of mind, of books, and of schools?

We found a large and deeply interested Institute in session. There were teachers enough to represent nearly all the schools of Dunn county. Many of the best citizens were present as spectators. Prof.

Salisbury was in his happiest mood, Supt. Johnson was vigilant, and the Institute was in all respects one of the most profitable and interesting we have visited. The address on Thursday evening was listened to by a large and sympathetic audience, filling the floor and gallery of the court room. The Menomonee brass band furnished truly inspiring music, and the occasion was one we shall long hold in pleasant memory.

Menomonee is thoroughly alive to the interests of education. Its school buildings are good, its teachers still better. Mr. J. B. Thayer, the Principal and Supt., is a thoroughly educated man, a college graduate, and a born teacher. His sister, Miss Thayer, and Miss Salisbury, the sister of the Professor, are equally skillful in their departments. The school authorities are enlightened enough to pay good salaries to first class teachers and to make their positions permanent. The result is a uniform management and a uniform improvement. *Why does not this simple wisdom govern more shool boards?*

In speaking of these teachers of Menomonee we cannot neglect mention of one, Mr. J. H. Gates, whose peculiar and extraordinary talent in primary teaching we have never seen equaled. The illustration before the Institute of his method of teaching young children to read by the "word plan," was a beautiful exhibition of genius and art, and as instructive as it was entertaining. It received and merited our unqualified admiration, and we hope to see Mr. Gates present his methods hereafter for the instruction and delight of Institutes in other places.

When we left Menomonee our only regret was that we had not had audience with the absent Lumber Kings whose genius and energy have so developed the resources of that region, and whose wealth, as we saw and heard abundant evidence to believe, is equaled only by their liberality and good taste. To them are chiefly due those characteristics which make the place a rare and pleasant memory to all who have visited it.

THE INSTITUTES thus far have been well attended, more so than usual in the spring. Sessions have already been held, as announced, at Appleton, Amherst and Milton, by Prof. Graham; at West Salem, Stoughton, and by Prof. McGregor, and at New Richmond, Menominee and Oconomowoc, by Prof. Salisbury. This completes one half of the regular appointments.

We are favored with the following account of the one at Stoughton:

The Institute at Stoughton, Dane Co., held March 28–29, is spoken of by all in attendance with great satisfaction. The instruction of Prof. McGregor was highly appreciated, and in all the branches covered by the exercises of the week illustrated in the clearest and most impressive manner the difference between superficial acquaintance with, and thorough mastery of, the principles of the subjects. Many of the best teachers present were deeply "*convicted*" of their need of higher, deeper, broader culture to fit them for success in their calling.

No little interest was felt in the Lecture announced to be given by State Superintendent Searing, in view of the possibility of his indicating therein his ideas of the "reforms" needed in the department over which he has so recently been called to preside. His admirable address, clearly, forcibly and elegantly delivered, was listened to with close attention, and was made the theme of discussion subsequently. He laid the axe to the root of the tree unsparingly, and his views concerning the necessity for better teachers, better methods of teaching, more definite conceptions of the province and scope of the work to be accomplished by the common school, and the great need of schools of intermediate grade all over the State, met with hearty response and accord. He made a very happy impression.

The lecture by Pres. Whitford of Milton delivered in the Methodist Church on Thursday evening, to a crowded house was in entire harmony with the work of the Institute, and was warmly received. The people and school officers of the village, by their sympathy, co-operation and hospitality contributed much to the pleas-

ure and profit of the occasion. Eighty teachers were enrolled as attendants, and the average attendance was seventy-two.

H.

Wisconsin Institute for the Education of the Deaf and Dumb.

DELAVAN, Wis., March 3, 1874.

Hon. EDWARD SEARING, *Supt. Public Instruction*—DEAR SIR: When I was in your office recently you suggested an editorial notice of this Institute as a means of reaching deaf mutes through the teachers of State. I would be very glad to avail myself of this method of securing the attendance of the many whom I have failed to reach. I herewith send an address to Teachers as being better adapted to the end in view than the "circular" of which I spoke. Use one, or both, or neither, or substitute, as your own judgment may suggest.

I have used the list of County Superintendents you furnished me, and from them am daily receiving the names of Teachers. If you have an Editorial notice it is my purpose to also send each a postal card, calling attention to the subject.

Very truly yours,

GEO. L. WEED.

To the Teachers of Public Schools in Wisconsin:

This Institute is designed for those children and youth of the State who, on account of *deafness*, cannot be instructed in common schools. It now contains one hundred and fifty pupils. There is good reason for supposing that at least one hundred more should be enjoying its advantages. But there are practical difficulties in reaching them. Many parents are ignorant of the fact that such an Institute is supported by the State. Other parents do not understand its educational character, or what results can be here secured. Others, from sympathy with their unfortunate children, and some, from a willingness to deprive their children of an education for the sake of the labor they can perform, detain them at home. These obstacles can, in a good degree, be overcome if the Institute can be put in communication with these parents. The most practicable method of securing this seems to be through the *Teachers* of public schools. It is supposable that every deaf mute is known to one or more children attending those schools. If all the Teachers of the State would make inquiry of their pupils, and report the names of the parents of these deaf mutes, their attendance might be secured. The neglect of a teacher to make such inquiry or report, may deprive a child of its education, leaving it in perpetual darkness, intellectual and moral, when a life of happiness and usefulness might have been secured. It is hoped therefore that all teachers, and especially the principals of our public schools, will make the effort necessary to secure the result sought.

Will you not, immediately on receipt of this, call the attention of your pupils to the matter, and send the name of any deaf mutes in your district, between the ages of nine and twenty, to the "Principal of Institute for the Deaf and Dumb," Delavan, Walworth county, Wis.

LEGISLATION.—No important changes were made in the school laws at the late session of the Legislature. As usual, some efforts were made for the abolition of the county superintendency and the restoration of town superintendents, and as usual, failed. These efforts generally originate with members from counties where there have been poor superintendents, or where they pay but a pittance and so of course cannot expect much labor in return.

The bill of Mr. Kuntz, providing for County Academies, passed the Assembly but not the Senate, having reached that body too late for any proper consideration. This is well, as public sentiment is not yet ripe for the measure, but it is only a question of time. Schools of this nature we must have, in some form.

Chapter 56 of General Laws of 1873, (which amended section 16 of the School Code by providing that the Supervisors shall extinguish school districts that fail to maintain school two years) is amended by dropping the words "thirty-days."

Section 140 of the School Code, which makes it penal for any person to interrupt or disturb school, is so far amended as to give justices of the peace and police justices "concurrent jurisdiction with the circuit court in all cases arising under said section."

The following enactment was also made, in regard to the duties of town treasurers:

It shall be the duty of town treasurers of every town in this State to make annually, on the last Monday in June in each year, and forward to the school district clerk of each and every school district and part of school districts in his town, a certified statement showing the amount of money paid by the town treasurer during the year next preceding to the treasurer of such district; said statement shall specify the date of each payment, the amount of such payment and the account upon which such payment is made.

These we believe are all the enactments which directly affect the school system.

MEMORIAL TO AGASSIZ.—It will be seen by the circular given below, that it is proposed to recognize and commemorate the distinguished character and services of this great man, as a teacher, by a general contribution from teachers and pupils through the land, to promote one of the chief labors of his life.

Prof. Agassiz was one of the most prominent scientists of the age and one of the most gifted and successful teachers of all time. The movement announced is one that deserves to meet a hearty and universal response:

THE AGASSIZ MEMORIAL.

TEACHERS' AND PUPILS' FUND,
BOSTON, March 10, 1874.

"Louis Agassiz, Teacher." This was the heading of his simple will; this was his chosen title; and it is well known throughout this country, and in other lands, how much he has done to raise the dignity of the profession, and to improve its methods. His friends, the friends of education, propose to raise a memorial to him, by placing upon a strong and enduring basis the work to which he devoted his life, the Museum of Comparative Zoology, which is at once a collection of natural objects, rivaling the most celebrated collections of the Old World, and a school open to all the teachers of the land.

It is proposed that the teachers and pupils of the whole country take part in this memorial, and that on the birthday of Agassiz, the 28th day of May, 1874, they shall each contribute something, however small, to the TEACHERS' AND PUPILS' MEMORIAL FUND, in honor of Louis Agassiz; the fund to be kept separate, and the income to be applied to the expenses of the Museum.

The circular is signed by John Eaton, Commissioner of Education, Washington, D. C.; Joseph Henry, Secretary of the Smithsonian Institution, Washington, D. C.; Joseph White, Secretary of the Board of Education of Massachusetts; W. T. Harris, Superintendent of Public Schools, St. Louis, Mo., and others.

All communications and remittances for the "Teachers' and Pupils' Fund" of the "Agassiz Memorial," may be sent to the Treasurer, Jas. M. Barnard, room 4, No. 13 Exchange street, Boston.

If preferred, contributions may be sent to the office of the State Superintendent, and will be ackowledged in the JOURNAL OF EDUCATION. Let not Wisconsin be behind other states.

We commend the following to some of our teachers who have a missionary spirit:

WANTED.—I wish to correspond with a few living teachers that we may obtain the services of two or three who know what crayons are made for; also the use of a certain kind of book commonly entitled "English Grammar." Suffice it to say we want living instructors, and, none others need apply. Address Rev. W. BIRD, Shetek, Barron county, Wis.

DR. BASCOM, the new President of the University, is on the ground, and was greeted by the Faculty and many citizens of Madison at the pleasant residence of Dr. Sterling soon after his arrival. We cannot but believe the University is to win new favor and rise to higher prosperity and usefulness than ever, under the Presidency of Dr. Bascom.

—Dr. Fallows, late State Superintendent, writes that his new position as President of the Wesleyan University at Bloomington, Ill., is quite agreeable, and t at the prospects of the institution are promising.

—Dr. Carpenter, one of the Professors the University can least afford to lose, has been called, we learn, to Ann Arbor. We trust the University authorities and the Professor's own inclinations, will sturdily stand in the way of his going. It is a compliment to Wisconsin that the famed University of Michigan would borrow from her.

—Dr. Twombly, late President of the University, has received one or two calls lately, we understand, to college work, and has been looking after one of them in Tennessee.

THE Speech of Senator Howe, part of which we give this month from the *Republic*, is a terse and vigorous reply to President Eliot's report in opposition to a National University, made last summer at Elmira. The Senator shows himself quite able to handle the subject with telling effect.

—Herbert Spencer and his educational fallacies are searchingly examined by Mr. Quick, whose new book on "Educational Reformers" we noticed last month. We shall give another instalment of his review of Spencer, next month.

—We call attention to suggestive articles by Prof. Allen and Mrs. Arey, on History and School-room Economy.

IN the estimation of some astronomers the star called Alcyone, one of the Pleiades, holds the first rank. According to the German astronomer Maedler, it is the sun around which all the starry systems are revolving. After seven years spent in the most patient research he came to the conclusion that Alcyone is the center or hinge of the universe.

Study subjects rather than books; therefore, compare different authors on the same subjects; the statements of authors, with information collected from other sources; and the conclusions drawn by a writer, with the rules of sound logic.—*Dr. A. Potter.*

THE number of schools in Pennsylvania in which the Bible is read is over 10,000.

BOOK NOTICES, ETC.

SEX IN EDUCATION; or a Chance for the Girls. By E. H. CLARKE, M. D., etc. Boston: Jas. R. Osgood & Co.

Although some of our strong-minded and strong-bodied women, with their effeminate male admirers, may rail and deny, the obstinate facts of nature remain. No one can rise from the perusal of this book and not feel satisfied that to carry forward the education of girls, as is so often done in ignorance or neglect of the considerations dwelt upon by the author, is fraught with grave and often irreparable evils; and that to push the experiment of the co-education of the sexes (where this means identical education, as to studies, recitations and *uninter-mitting* application), in defiance of nature's laws, is simply criminal blundering. The author urges, and we doubt not justly, that the common disregard in this country of the peculiarities of the female constitution, not only in the matter of education but of labor, recreations, etc., is *one* of the causes of the rapid and alarming deterioration of the physical health and stamina of American women. Nor is this the worst of it: as woman fails, the nation fails. We cannot of course go into details, but the whole subject is one to which parents and educators ought to give most heedful attention.—P.

HOW TO TEACH. A Manual of Methods for a Graded Course of Instruction: embracing the subjects usually pursued in Primary, Intermediate, Grammar, and High Schools; also suggestions relative to Discipline and School Management. For the use of Teachers. By HENRY KIDDLE, THOMAS F. HARRISON, and N. A. CALKINS. J. W. Schermerhorn & Co., New York. Price by mail $1.25.

The title page so fully describes this book that no further explanation of its purpose is needed. The names of the authors are a guarantee of the value of the work. We have examined it with some care and have no hesitation in recommending it to all teachers in need of such a manual,—and the name of such is legion. They will find it a perpetual home "Institute," so far as practical ex-

ternal methods of teaching are concerned. The methods delineated are those recommended and practiced by the latest and best authorities on teaching. Everything is set forth in a clear, brief, simple, and practical style. The chapter on "Government and Discipline" contains so much wisdom that we printed it in the last number of the JOURNAL.

THE ETYMOLOGICAL READER. By EPES SARGENT and AMASA MAY. Philadelphia: J. H. Butler & Co.

Although the study of English Etymology is pursued at a disadvantage without an acquaintance with the Greek and Latin languages, especially of the latter, yet much may be done if a good knowledge of the prefixes and suffixes is obtained, together with ability to detect and trace all the more important roots. No study is more attractive and vivifying to an intelligent pupil, and a competent teacher may make this Reader the text of more valuable discipline for more advanced scholars in all our schools. Some 6,000 words are analyzed, (of which an index is given), and about 30 pages of artificial sentences for Etymological Practice are appended to the reading lessons.

THE REPUBLIC, for March, contains a large amount of valuable and instructive matter. The most important articles are: "The Expenditures of the Government for the Past Year," and "The Growth of the Country and its Lessons," either of which is, to the political student, the statesman, and the philanthropist, worth more than the annual subscription price of the magazine. The Platform of the Granges, The Postal Telegraph, Letter of Secretary Delano on Indian Affairs, Postage on Public Documents, The Railroads, and numerous other articles add greatly to the value and interest of the publication.

The Appendix contains the instructive Speech of Gen. James A. Garfield on Government Expenditures, which should be read by every citizen, and those of Hon. S. W. Kellogg, of Connecticut, and Hon. G. L. Fort, of Illinois, on the Finances. Published at Washington, D. C., at $2 per year.

EVERY SATURDAY, for March 28, continues the three stories, each very interesting in its way, "His Two Wives," by Mary Clemmer Ames;" "Far from the Madding Crowd," by Thos. Hardy, and "The College Life of Maitre Nablot," by MM. Eickman-Chatrian, and the usual variety of other choice reading. Address H. O. Houghton, Cambridge, Mass. Terms $5.00.

THE NEW YORK SCHOOL JOURNAL (N. Y. City) is, with a single recent exception, the only *weekly* Educational Journal published. It is well edited, contains a full resume of educational and scientific news of interest, and is furnished at the very low rate of $1.50 per annum, postage included.

THE INTERNATIONAL REVIEW, for March, the second issue, contains "Working Classes in Europe," by Thos. Hughes; "Transit of Venus," by Prof. Hilgard (of the U. S. Coast Survey); "Upper Schools," by Dr. McCosh; "Practical Work in Painting," by P. G. Hammerton, London; "Our National Currency," by Amasa Walker, and "Nationalism and Internationalism," by the Editor; all articles of great interest. Dr. McCosh's article will have a powerful influence in helping forward the great movement now arising in reference to "Upper," that is Intermediate Schools. This second number is better, on the whole, than the first, which we noticed at length in February.

THE ATLANTIC MONTHLY, for April, brings the genuine New England story, "Prudence Palfrey," towards a conclusion; continues "Mose Evans," which is equally characteristic of southern life; finishes "Baddeck and that Sort of Thing," which is throughout a most humorous narrative; describes the "Modern Financial Utopia of Texas," and contains divers and sundry other good things, among the best of which are the editorials on recent Literature, Art and Music. In these matters the Atlantic leads its compeers. The number is a capital one.

SCRIBNER'S immense popularity is increasing, and will be decidedly enhanced by its forthcoming issues. See advertisement elsewhere of the April number, which is one of the best ever issued.

WISCONSIN

JOURNAL OF EDUCATION.

VOL. IV. MAY, 1874. No. V.

Some Remarks on the Report of President Eliot upon a National University.

BY HON. T. O. HOWE, WISCONSIN.

[*Concluded from April Number.*]

"I venture," argues President Eliot, "to state one broad reason why our government should not establish and maintain a university. If the people of the United States have any special destiny, any peculiar function in the world, it is to try to work out, under extraordinary favorable circumstances, the problem of free institutions for a heterogeneous, rich, multitudinous people, spread over a vast territory." So? Did the president of Harvard mean to hide a sophism when he planted "function" by the side of "destiny" as its synonym? *Special Destiny!* Is it not rather early to pronounce oracularly upon the destiny of the people of the United States? Is it already certainly known what the particular doom of this people is? Nay, if these professional teachers rush forward to protest that the people's servants shall not promote their mental culture, can they await the unfolding of their fate without the most painful apprehensions? *Function!* Yes, it is in order to speak of the *function* of the people of the United States, but not of their "*peculiar* function." They have no peculiar function. The function of this people is the same as the function of every people, namely, to get out of hell and to get toward heaven as fast as possible. Does President Eliot know of a people anywhere to whom that rather important function does not belong?

"The problem of free institutions," you say. But you should not say so. Free institutions are no longer a *problem* with the people of the United States. That problem was wiped off our black-board nearly a century ago. We *have* free institutions now—institutions built by the people and controlled by them. Government is theirs—their agent, their instrument, their voice. As the people shall command, that agent will help or hinder them, in their struggle upward, or their career downward. Quite another problem is written on the black-board now, namely: Given to the option of the people whether they will go up or down, which way will they go? A grave problem if we rightly regard it; a problem by no means yet solved by the people of the United States. The people of Massachusetts have persistently declared, that as for all in their house they desire them to go up. The people of some other States have as persistently declared, let every man go up if he can, provided he is white. If he can't, what matter?

The government of Massachusetts has faithfully seconded the aspirations of her people. The governments of other States have faithfully reflected the indifference of theirs. The government of Massachusetts cannot directly aid the people of Delaware, nor can the government of Delaware directly retard the people of Mas-

sachusetts. Yet those two communities are by no means independent; the people of each State influence the destiny of the people in every other State.

A vote given in Rhode Island may destroy the profits of a harvest in the valley of the Mississippi. A vote given in Kansas may throw Wall Street into convulsions. A million and a half of such votes are in the hands of men utterly unable to read them. Under such circumstances can the nation afford to fold its arms? It may do well enough when you are safe on shore, if you see a ship in the offing with a stone-blind crew on her decks and a tempest about to break over her, merely to call on the helpless seamen to make sail and come into port. The world will not be apt to call such listless indifference, such obdurate selfishness, blessed. But they may call it discreet, prudent, economical. If, on the contrary, you are not on shore, but in the cabin of the imperiled ship, you must not expect to earn a high character for prudence even, unless you help the sightless mariners to handle the ropes, or at least show them the way to the shrouds.

Yet the president of Harvard University insists that the government of the United States must be listless. He gravely says, if the government means to dispel that mental blindness, "it saps the foundations of public liberty." So? "The habit of being helped by the government, even if it be to things good in themselves, to churches, railroads, and universities, is a most insidious and irresistible enemy of republicanism." So? "Americans maintain that government is to do nothing not expressly assigned to it to do; that it is to perform no function which any private agency can perform as well, and that it is not to do a public good, even, unless that good be otherwise unattainable."

No, no! not *all* Americans maintain that doctrine, thank God! Only the aboriginal Americans and the president of Harvard Univerity have as yet publicly avowed that doctrine. When Shreveport and Memphis are wasted by fever, when Ireland is wasted by famine, and Chicago and Boston by fire, Government has afforded relief, although not expressly assigned to that duty, and although relief was otherwise attainable.

Government has built many school-houses in Massachusetts and elsewhere, it has endowed noble universities and agricultural colleges in Michigan and in other States, although private agencies might have done the same. Public liberty still survives. It is less than a quarter of a century since Daniel Webster looked with apprehension upon the prospect of a separate republic upon the Pacific coast. The government has helped to bind the two coasts together by a railway. Perhaps it is too early to say what may be the effect of that measure upon American liberty. But it is more than two hundred years since Government laid the corner-stone of Harvard University, and it is not yet perceptible that the foundations of public liberty have been weakened thereby.

Among the aborigines of America, statesmen do very generally hold that public authority should defer to private agencies; and so their Government looks coolly on while the victim of a larceny makes reprisal on the thief, and the friends of the murdered execute vengeance on the murderer. But the prevailing opinion in American society is, that all such eccentricities as larceny and homicide, call for the admonition and instruction of the civil government. Not that private agencies cannot reach them. Government will not allow such agencies to interfere. The great teachers which Government commissions for the instruction of such learners, are courts, penitentiaries, and the gallows. Very many people believe the school-house and the university to be means of instruction quite as becoming and much cheaper. And there are some enthusiasts (?) who believe that such means, properly employed, are quite as efficient, and do not sap the foundations of public liberty any more than their more popular rivals—prisons and gibbets. Let us be tolerant of such enthusiasms, if we cannot partake of them.

"We deceive ourselves dangerously," pleads President Eliot, "when we think

or speak as if education, whether primary or university, could guarantee republican institutions." Do we, indeed? Well, well! Educate a people once. Not a class, but a people. And then let some cocked hat or some crowned head attempt to establish any other than republican institutions over them, and see who is dangerously deceived. But does President Eliot know of any well regulated accident insurance company willing to guarantee republican institutions where the people are *not* educated? Or, for that matter to guarantee stability to institutions of any kind? France and Spain will pay high for a policy, and allow the underwriters to select the institutions. England is very old. How long before she will seek insurance? The Republic is young. How long before she will offer a risk? Stable government is not possible where muscle is trained and mind neglected.

Eleven hundred years ago the greatest soldier of that age was swinging to and fro over the face of Europe, carrying conquest wherever he went, and gathering under his standards every country, all styles of civilization and all forms of barbarism to be found between the Pillars of Hercules and the Baltic sea. But Charlemagne very well knew that mere force never could weld that heterogeneous mass into anything more than the semblance of a State. He resolved to plant schools in the track of his armies, to illuminate the boundaries of his empires by a higher culture, which should distinguish it from all surrounding barbarisms, and should cement its different parts by a common learning and a common religion.

Foregoing all professional and all national prejudice, the great fighter dug out of the monasteries of England teachers to help him on in his work. He actually founded some great schools. The conception was a grand one. But it was premature. Charlemagne found too many obstructionists. His life was too short. He died and returned to dust, and his empire crumbled almost as soon as his body.

This republic is not carrying its standards abroad. It disclaims the conquests of war. But she cannot escape the conquests of peace. The Republic does not subjugate, it attracts. All styles, all grades of culture, all forms of belief, all colors of skin, and every shade of every color, are being poured into its lap; "a heterogeneous, rich, multitudinous population," as President Eliot aptly describes it. All have not the same influence in society, but all have the same power in the State. The vote which Emerson gives in Cambridge may be exactly compensated by the vote of some unlettered wretch in Texas who, but a few years since, was wrenched from the realm of chattledom. Has Government no duty in the premises?

Yes, says the president of Harvard University, Government has the plain duty of standing still, to see what will come of the shapeless, tumid mass. That he believes to be our "peculiar function." Standing with Macbeth by the cauldron into which witches threw—

> "Eye of newt and toe of frog,
> Wool of bat and tongue of dog,
> Adder's fork and blind worm's sting,
> Lizzard's leg and owlet's wing,"—

he would probably have felt that the end of social effort was to idly await the result of the boiling, and see what sort of stew would come of it. Yet any rational cook could tell him, without waiting the result of the experiment, that unless a great deal of seasoning was used the stew would be a failure. And it requires no prophet to assure us that, unless we expend a great deal more effort in assimilating the diverse ingredients composing this great seething commonwealth, we shall fail to reduce them to a homogeneous society or a stable State. In this effort every private agency ought to join. To it every public organization, from the school district to the nation, absolutely *must* contribute.

Six thousand years of history testify that it is utterly unsafe to exclude great bodies of men from all participation in public affairs, no matter how ignorant they are, no matter what color they are of. Current events forcibly corroborate that testimony. But the plainest dictates of reason teach that it is always unsafe, and

sooner or later must be fatal to any State to confer power upon great bodies of men, and leave them utterly uninstructed how to use it. Society calls the mother unnatural and cruel, who gives birth to a child and exposes it, unclad and unfed, to the caprices of chance. Such conduct is indeed likely to prove fatal to the child. But what must the angels say of that State which gives birth to multitudes of citizens and leaves their great capabilities to the guidance of blind ignorance? The consequences of such insane neglect are not confined to the citizen; they will eventually overtake, and finally overwhelm the State.

HOW I KEEP MY SCHOOL-ROOM CLEAN.

BY ANNABELL LEE.

When a school-girl, I particularly disliked the days on which I was obliged to help sweep the school-room. I came from the encounter with grimy hands, dusty hair and garments, and, if my memory serves me correctly, my temper at such times was not the most angelic. When I became a teacher, I resolved to have as few regular sweeping-days as possible. I think I have found out how to keep clean without very much trouble, and my school-room is swept but once a week.

Friday is my cleaning-day. When school is out at noon, I say to my little band, "Now, all that want to help me work, raise hands," and I have plenty to choose from. I select two for sweeping, and two more for a reserve when the others tire; two more shake the carpets; two scrub the vestibule-closet and out-houses, and two sweep and put the cellar in order. I put on one of the girl's sun-bonnets and a big apron, and superintend the whole of it. Then we throw open the windows, dust, lay down carpets, wipe finger-marks from the white paint, and wash the zinc. I generally have the whole place fit for Queen Victoria in half an hour. Many hands make the work easy. Then we rake up the leaves and sweep the yards, and when all is nicely done we run down to the creek and wash, shake off the dust, have a good laugh, and fall to work over our dinners with rare appetites.

On Friday afternoon I appoint workers for the following week, to do "general housework." They are called "house monitors." Their business is—to pass the water four times a day, go around with the hand-basin twice a day to wet all the slate-rags, sweep the vestibule when necessary, and once a day to wash the zinc and the front door-step. Two carry water, and are called "water monitors," and in cold weather I have a "fire monitor." His business is—to bring coal from the cellar, rake the fire, and empty and sift coal. This office is no sinecure, and the work is not the most fascinating in the world. Yet there is quite a rivalry to secure it, as well as the other situations, and I often have my monitors engaged for weeks ahead. They work expeditiously, and lose very little time. They study at home, so as not to miss any lessons. I sometimes give little rewards, pencils, picture-cards, etc., but all seem to take pleasure in keeping the school-room neat. I have a good scraper at the door, and every morning I put out the door-mat for the accommodation of dusty feet.

Every scholar is responsible for dirt or bits under or near his desk, and is obliged to have everything in perfect order before going out at noon or recess. No one is allowed to have eatables in his desk, and the law regarding sassafras and birch, baby-wood and chestnuts, is as inexorable as that of the Medes and Persians!

I have a few careless folks. There are one or two boys that all the soap of Colgate & Co., and all the water in Delaware, could not keep clean. They bid daily defiance to combs, towels, and the soap-dish. If, after line upon line and precept upon precept, they persist in coming with unkempt hair, dirty hands and clothes, I send them home to get freshened up. But my boys are generally neat, and are capital workers. They don't lean on the broom-handle, and gossip and giggle, as the little feminines do! To be sure, I have surprised more than one Highland fling on the cellar floor, when I thought the errand for coal was lengthy. I have

also had small toads brought up in the scuttle. I have seen heavy bayonet thrusts and charges with the broom-handles. I have seen the most marvelous double-shuffles executed on door-mat. But all these things don't depreciate their general usefulness, and I wouldn't give a copper for a boy who hasn't fun and whistle and dance in him.

No matter what work I wish done, they are always willing and pleased to help do it. I hardly know the reason. Probably because I always ask them pleasantly—possibly because they see I am not afraid of work myself. The place in which I spend eight hours out of twenty-four must be clean and attractive. I cannot do my school-work well, or with enthusiasm, amid ugly, dirty, unsightly surroundings. I have an aversion to ragged, soiled books and broken slates—have a place for everything, and there it is kept. Why, we even brush out the flies at night! You think that verging on "old-maidism." Well, say it again; I like it! Director A., says I will be wanting fly-screens next summer, and Director B., says my cellar is clean enough for a milk-cellar, and even the big, good-looking blonde gentleman, with the official title of County Superintendent, before whom I stand in fear and trembling, vouchsafed me a crumb of praise on his last official visit.—*Pennsylvania School Journal.*

Too Much Discipline.—We are gravitating towards a state of disciple in our American schools whose perfection will be simply awful. We are governed by an oligarchy—the most tyrannical form of government known on earth. Not less than six, and not more than twenty men, sit in council over us. We may be the most efficient teachers in the world; we may work ourselves into a fit of sickness; we may produce the most wonderful results; and yet when our superiors come to sit upon us in judgment, all they have to do is to nod and wink at one another, and put little slips of paper with our names *not* written on them in a box, and we are, pedagogically, as dead as a door nail. Of course a man of spirit will not submit to any such fate. When he finds a committee-man is pursuing him from piqued vanity or personal spleen, he will denounce that gentleman, and, if an efficient teacher, he will always succeed by throwing himself on the people; for, after all, this is a popular government. But this is not our point. What we desire to call our readers' attention to, is the fact that schoolmasters governed by this hydra-headed tyranny are as imperious in their administration as they are slavish in their servitude. A teacher is now forbidden to send a pupil on a simple errand. The mandate comes from the Principal. Isn't it overding matters just a trifle? If Miss Smith, in the hurry of her departure from home, and in her dread of being "reported," if tardy,—if Miss Smith forgets her handkerchief, or her back-comb, or her——well, anything, what is there wrong in sending her "best boy" to fetch it? The child likes the job. To him it is as good as a reward of merit;—better than somebody's "Helps to School Government." It is a good thing to be Principal of a school. It is better to be a sensible man. Now, brothers, in this matter of governing our assistants—*assistants*, mind you, not *servants*—let's be sensible; and if we can't be sensible, let's be as sensible as we can.—*Chi. Teacher.*

CONDUCTING RECITATIONS.

Not long since I visited the North school in Portland, and among other things, I was particularly pleased with the manner in which the recitations were conducted. Each grade of scholars was divided into two divisions. In the room which I first entered the Second Division was reciting. The teacher was furnished with two sets of white cards, corresponding in number to the number of pupils in each division. On each card was written the name of a pupil. The teacher placed the cards designed for the division reciting together, and then took up the top card and read the name written on it. The pupil whose name was called stood erect by the side of his seat and anwered very promptly the questions asked by his teacher. The next card was then taken

up, the name read and the pupils questioned as before, and thus the recitation proceeded; and throughout the whole the strictest attention was paid by every member of the class. The uncertainty as to whose name would be called caused all to be on the alert.

The advantage of this method over the old-time, consecutive, clock-work recitation cannot fail to be seen. Nearly all teachers occasionally call on their pupils to recite promiscuously; but as it is some little trouble to select and designate the pupil to recite, they generally fall back on the "turn" method, and use that the greater part of the time. Now, by using cards the teacher is relieved from the necessity of determining who shall recite, and, consequently, can devote his whole time and attention to the recitation; moreover, he can be sure that every pupil has an opportunity to recite. The dull and backward scholars have an equal chance with the brighter ones, and all are expected to be prepared on the whole lesson.—*Maine Jour. of Education.*

TEACHING VS. HEARING LESSONS.

To one who is familiar with schools, the first glimpse of a class-room, the first movement of a class, almost the first word spoken, reveals the character of the work done in it. Power and skill, or the lack of these, are shown in every thing done, and felt in the very air. Both manner and results bear the unmistakable want of a master, or the equally clear signs of an apprentice or a trifler. And this whether the work of a class be a "common" or a "higher" subject; whether the lesson of the day be a familiar one or a new topic. A long visit may increase interest in the class or the subject and may disclose the source of power, but the fact of good teaching and distinction from mere hearing of lessons is apparent on the face of things. It may not be possible to put all the points of this difference into words, for we often see and feel the force of that which we cannot state as a formal precept for another to follow, but some elements of it may be separated from the complex whole.

1. It is immediately apparent that class and teacher now come together for some definite purpose. Each expects something of the other. The pupil is under a sense of responsibility to the teacher and the teacher to the pupil, and each will hold the other to his duty. There is an air of business, an attitude of attention, a silent but effective demanding, or rather expecting of attention and effort and of preparation of all that was required, together with a manifest readiness to be patient without sacrifice of thoroughness, to be rigid in requirements and conciliatory in manner, that give appearance of results. No time is wasted in delay, in dawdling, in asking and answering needless questions. Every thing needed in the class has been brought to the class, and every thing required for use, map, pointer, crayon, paper and pencils, is at hand. No time is wasted in getting into order, or discussing "how far we went yesterday," or whether, "this was to be skipped," or in reminding the teacher that he promised to do this and that left over from last week. The teacher and the class have met for something understood by them both, and then proceed at once to do it.

2. The teacher knows the lesson and knows it in such a way that he could recite as he requires the pupil to recite. He does not need to keep his eye on the book and his finger on the place. He can do without a book, except as problems may be taken from it, or sentences given for analysis, or as it contains the text to be translated. It more frequently lies on the desk for occasional reference then is followed letter by letter. It is evident that the teacher is master of that part of the subject, that he sees how it grows out of a preceding part and prepares the way for what follows, and he has estimated the relative importance of it and just how much time he can afford to spare upon it. His questions show this; his explanations clear, right to the point, sharp and sharpening, confirm it; the manifest confidence of the class in his statements, and the eagerness with which they seize and appropriate instruction

make it plain that they are in the habit of receiving positive statements which will bear close questioning, and which will apply directly to the case in hand. Questions asked are for information, not "to catch the teacher;" the pupil knows that he will be expected to be sure of what he claims to understand, and that the teacher will not be satisfied until every point is made clear to all.

3. Teaching does more than to ask all the questions in the book, more than to go all round the class in order every day, more than to call for all the words of the text. It finds out, now in this way and now in that, how much the pupil knows, not how many words he can say; what application of knowledge he can make, not merely how many rules he can repeat. The teacher's knowledge is of things, not of words; he sees things in their uses and in their relations and they become to him signs not of learning only, but of wisdom as well. And as face answers to face in the water, so the knowledge of the pupil, when a subject is finished, is seen though in different degrees to answer to his own knowledge.

4. The teacher's knowledge of a subject is also of such sort that it gives him the basis of all needed explanations and illustrations. He knows where difficulties lurk and how they can be met. He anticipates that such a step may be too much to take at once and divides it into two. He sees the need of some special illustration to aid in grasping a principle, and he inserts what will give necessary light. He knows how much the senses enlighten the mind and he puts a hard question with some sensible answer. He does not expect a child to understand the "book definition" of horizon unless he has first called attention to the fact that the earth and the sky *do* appear to meet at a certain distance from the observer. He does not suppose that many learners will "know for certain" how net veined leaves differ from others unless the two have been compared, nor that they will know how "to write a composition" without information about the subject of it. He has had experience of all the trials of a learner and is ready to "bear a hand" when others ask for it. You may see how quick he is to vary a question, to add to an explanation, to lead the pupil into the light, to help him to perceive how this step follows that. His fertility of resources will not please more than his readiness to notice just when those resources must be used, and when the pupil should be left to his own devices.

5. It compels,—or shall it be rather said inspires?—pupils to use their own powers and does not allow them to suppose that all the heavy loads are to be carried by the teacher, but of all, the pupil must carry his part, and of most, the whole. The pupil studies, the pupil wrestles with difficulties, the pupil tries and tries again, and in the end, the pupil gains the victory. He is aided, he is guided, he is encouraged, and that is all; he does the work, for he is held up firmly to it and not allowed to flinch. Just here, perhaps, more than anywhere else, the power of a true teacher is shown. When a child says, "I don't know," the hearer of lessons simply tells him: the teacher compels him to look, at least, for the truth. When the child says, "I can't do this," the former does it for him; the latter sets him at work to do it for himself. When the child is indifferent and careless, the one weakly does his task for him or lazily lets it go undone; the other, by means as various as the resources of a fertile and earnest mind, stimulates, provokes, urges him to do his own task, for he will accept that of no substitute.—*N. Y. State Educational Journal.*

PRACTICAL TEACHING.

The public school should be the place to prepare thorougly for the practical business of active life; and it fails to accomplish its work, so far as it fails to secure this result.

I can in no other way illustrate and enforce suggestions upon practical teaching so well as to refer my readers to the German primary school, which, it must be conceded, is the model school of the world. The subjects taught in this school are religion, reading, writing, counting,

mental arithmetic, writing to dictation, singing, grammar, repeating prose and poetry by heart, drawing, natural history, botany, and geography; not all at once, but gradually and thoroughly. The school opens at seven in the morning, and closes at eleven. One hour is devoted to religious and three hours to secular teaching; and then the school-day is over. The masters are always fresh for work, and the children active, but not fatigued. There is no sham teaching, or dawdling over forms, in this school.

Elementary teaching in Germany is made eminently practical, by applying the principles of each department studied to the business transactions of ordinary life. The teacher imagines, for instance, the purchase of some apples, and requires the children to calculate what will be the price of a certain quantity, and how much change they would get back for a dollar or half a dollar paid for them. The whole class are called into consultation, and much fun awakened by the incidents of the bargain. Writing is taught so as to include composition. No German boy or girl leaves the primary school who is not able to compose and write a respectable letter. But every teacher will be interested to know just how this German school is conducted, to secure such practical results. I can in no other way so well give this information as by quoting the description of an eye-witness who attended an hour's examination in one of these German primary schools.

"The class being ranged, with slates and pencils in their hands, the master propounds the subject. 'Let me see,' he will say, 'to-day is market-day. You live, we will say, not here, but in the little house just beyond the village, three miles away. Mother sends you to market with something to sell, and for something to buy; but you are not to go home to-night, and so you want to write a letter telling her what you have done. Now, then, begin. What shall we write down first?'—'I have sold three hens for ——,' shouts a little, fat, white-haired fellow, who plainly is used to selling his mother's farm produce. 'Stop!' says the master: 'you are too fast. That's not the way to begin: we will come to that after.' Here several rise, and ask to be heard. A little girl, with golden hair plaited down the back, shouts out, 'My dear mother!'—'No,' says the Herr: 'that's good; it will come later.' Another: 'To-day is Friday!'—'That's right; but there is more to add.' At last it is settled that the name of the place, and the day of the month, and perhaps the hour of the day, if need be, shall all be set down first, and at the right hand of the letter, before anything else be done. Having settled now what is first to be done, next comes the question how to do it, and the competition who shall do it best. The end of the room has huge blackboards, sponges, and chalk, and towels, with little long rows of steps for the little ones to climb up. The letter has first to be written out (in draft) on the blackboard, and corrected and settled finally, before it is allowed to be written with ink on paper. Now, then, a child is called to write out (one on each board) at the right-hand corner, the name of, say Rottenburg; the day, Friday; the date, Sept. 20, 1871. The arrangement of this gives rise to a variety of opinion and discussion. Shall 'Rottenburg' go down as two words or one? Shall 'burg' have a capital letter to commence with? Shall a stroke part the words? or shall the whole be written together? Shall 'Friday' go below or on the line? Shall we write 20 Sept., or 20 September, or September 20? Shall we put 1871 below or on the line? Shall we begin near the top of the board, or lower, or more right or left?—write on three lines, two lines, or one line? At last the test is settled; and the master asks the cleverest girl to write out the pattern agreed, dating at the right-hand corner, with the proper margin all round; and this is now copied over by each on the slate as the right heading. 'My dear mother' is rightly placed at last the same way; and, preliminaries adjusted, the real business of the day begins in earnest. 'My dear mother—I did not get into Rottenburg before the hand of the clock on the lower church told

three quarters of eight,' and so forth. The letter being finished, revision and criticism begin. Each pupil changes slates with his or her neighbor, who has to pick flaws and find fault. The corrected slates are shown to the master, who gives the finishing touch. At last they all sit down to the desk, take pen and ink, mend their pens, rule their paper, and write out the letter fairly on the pages of their book, which is to form a standard reference for any letters of the sort they may want to write in their future life.

"In all this proceeding there is nothing very new perhaps, but it is so admirably done that the spectator can not help taking an interest in the process. Every item entered is made a matter of discussion: The prices of fowls. How much a fat fowl should weigh. How much a lean one. A reasonable price. What food fattens fowls best. What sort of fowls they are, and how old. The price of cabbage, of carrots, of apples, their sorts, the quantity produced—everything to bring the school home to the life wants, interest, and duties is done, the scholars themselves contributing each his mite to the store of information the letter contains. The expenses, too, of the day, the bargains, and the shops are all discussed. After one such display as this, I went home, looking at the baskets in the market, at the donkey-carts lading for return home, at the buyers and sellers, and at the goods in the little shop-windows with more interest than ever I had in such things before. I felt that in this German school the children were training for the real duties of their lives."—*Orcutt's Teachers' Manual.*

QUALIFACTIONS OF A GOOD SCHOOLMASTER.—1. Knowledge of the world and of the demands of American life. 2. Knowledge of man and the demands of human nature; the knowledge of the body and physiology; and the knowledge of mind and mental philosophy. The additional qualifications are: Freedom from eccentricities, belief in common sense, devotion to principle, love of hard work, love of his race.

HERBERT SPENCER.

[CONCLUDED FROM APRIL NUMBER.]

I now come to consider Mr. Spencer's second chapter, in which, under the heading of "Intellectual Education," he gives an admirable summing up of the main principles in which the great writers on the subject have agreed, from Comenius downward. These principles are, perhaps, not all of them unassailable, and even where they are true, many mistakes must be expected before we arrive at the best method of applying them; but the only reason that can be assigned for the small amount of influence they have hitherto exercised is, that most teachers are as ignorant of them as of the abstrusest doctrines of Kant and Hegel.

In stating these principles Mr. Spencer points out that they merely form a commencement for a science of education. "Before educational methods can be made to harmonize in character and arrangement with the faculties in the mode and order of unfolding, it is first needful that we ascertain with some completeness how the faculties *do* unfold. At present we have acquired on this point only a few general notions. These general notions must be developed in detail—must be transformed into a multitude of specific propositions before we can be said to possess that *science* on which the *art* of education must be based. And then, when we have definitely made out in what succession and in what combinations the mental powers become active, it remains to choose out of the many possible ways of exercising each of them, that which best conforms to its natural mode of action. Evidently, therefore, it is not to be supposed that even our most advanced modes of teaching are the right ones, or nearly the right ones." It is not to be wondered at that we have no science of education. Those who have been able to observe the phenomena have had no interest in generalizing from them. Up to the present time the schoolmaster has been a person to whom boys were sent to learn Latin and Greek. He has had, therefore, no more need of a science than

the dancing-master. But the present century, which has brought in so many changes will not leave the state of education as it found it. Latin and Greek, if they are not dethroned in our higher schools, will have their despotism changed for a very limited monarchy. A course of instruction certainly without Greek and perhaps without Latin will have to be provided for middle schools. Juster views are beginning to prevail of the schoolmaster's function. It is at length perceived that he has to assist the development of the human mind, and, perhaps by-and-by, he may think it as well to learn all he can of that which he is employed in developing. When matters have advanced as far as this, we may begin to hope for a science of education. In Locke's day he could say of physical science that there was no such science in existence. For thousands of years the human race had lived in ignorance of the simplest laws of the world it inhabited. But the true method of inquiring once introduced, science has made such rapid conquests, and acquired so great importance, that some of our ablest men seem inclined to deny, if not the existence, at least the value, of any other kind of knowledge. So, too, when teachers seek by actual observation to discover the laws of mental development, a science may be arrived at which, in its influence on mankind, would, perhaps, rank before any we now possess.

Those who have read the previous Essays will have seen in various forms most of the principles which Mr. Spencer enumerates, but I gladly avail myself of his assistance in summing them up.

1. We should proceed from the simple to the complex, both in our choice of subjects and in the way in which each subject is taught. We should begin with but few subjects at once, and, successively adding to these, should finally carry on all subjects abreast.

Each larger concept is made by a combination of smaller ones, and presupposes them. If this order is not attended to in communicating knowledge, the pupil can learn nothing but words, and will speedily sink into apathy and disgust.

That we must proceed from the known to the unknown is something more than a corollary to the above;* because not only are new concepts formed by the combination of old, but the mind has a liking for what it knows, and this liking extends itself to all that can be connected with its object. The principle of using the known in teaching the unknown is so simple, that all teachers who really endeavor to make anything understood, naturally adopt it. The traveler who is describing what he has seen and what we have not seen tells us that it is in one particular like this object, and in another like that object, with which we are already familiar. We combine these different concepts we possess, and so get some notion of things about which we were previously ignorant. What is required in our teaching is that the use of the known should be employed more systematically. Most teachers think of boys who have no school learning as entirely ignorant. The least reflection shows, however, that they know already much more than schools can ever teach them. A sarcastic examiner is said to have handed a small piece of paper to a student, and told him to write *all he knew* on it. Perhaps many boys would have no difficulty in stating the sum of their school learning within very narrow limits, but with other knowledge a child of five years old, could he write, might soon fill a volume.† Our aim should be to connect the knowledge boys bring with them to the school-room with that which they are to acquire there. I suppose all will allow, whether they

* Mr. Spencer does not mention this principle in his enumeration, but, no doubt, considers he implies it.

† "Si l'on partageait tout la science humaine en deux parties, l'une commune a tons les hommes, l'autre particuliere aux savants, celleci serait tres-petite en comparison de l'autre. Mais nous ne songeons guere aux acquisitions generales, parce qu'elles se font sans qu'on y pense, et meme avant l'age de raison; que d'ailleurs le savoir ne se fait remarquer que par ses differences, et que, comme dans les equations d'algebre, les quantites communes se comptent pour rien."—*Emile*, livre i.

think it a matter of regret or otherwise, that hardly anything of the kind has hitherto been attempted. Against this state of things I can not refrain from borrowing Mr. Spencer's eloquent protest. "Not recognizing the truth that the function of books is supplementary—that they form an indirect means to knowledge when direct means fail, a means of seeing through other men what you can not see for yourself, teachers are eager to give second-hand facts in place of first-hand facts. Not perceiving the enormous value of that spontaneous education which goes on early years, not perceiving that a child's restless observation, instead of being ignored or checked, should be diligently ministered to and made as accurate and complete as possible, they insist on occupying its eyes and thoughts with things that are, for the time being, incomprehensible and repugnant. Possessed by a superstition which worships the symbols of knowledge instead of the knowledge itself, they do not see that only when his acquaintance with the objects and processes of the household, the street, and the fields, is becoming tolerably exhaustive, only then should a child be introduced to the new sources of information which books supply, and this not only because immediate cognition is of far greater value than mediate cognition, but also because the words contained in books can be rightly interpreted into ideas only in proportion to the antecedent experience of things."* While agreeing heartily in the spirit of this protest, I doubt whether we should wait till the child's acquaintance with the objects and processes of the household, the street, and the fields, is becoming tolerably exhaustive before we give him instruction from books. The point of time which Mr. Spencer indicates is, at all events, rather hard to fix, and I should wish to connect book-learning as soon as possible with the learning that is being acquired in other ways. Thus might both the books, and the acts and objects of daily life, win an additional interest. If, e. g., the first reading books were about the animals, and later on about the trees and flowers which the children constantly meet with, and their attention were kept up by large colored pictures, to which the text might refer, the children would soon find both pleasure and advantage in reading, and they would look at the animals and trees with a keener interest from the additional knowledge of them they had derived from books. This is, of course, only one small application of a very influential principle.

One marvelous instance of the neglect of this principle is found in the practice of teaching Latin grammar before English grammar. Respect for the high authority of Professor Kennedy, who would not have English grammar taught at all, prevents my expressing myself as strongly as I should like in this matter. As Professor Seeley has so well pointed out, children bring with them to school the knowledge of language in its concrete form. They may soon be taught to observe the language they already know, and to find, almost for themselves, some of the main divisions of words in it. But, instead of availing himself of the child's previous knowledge, the schoolmaster takes a new and difficult language, differing as much as possible from English, a new and difficult science, that of grammar, conveyed, too, in a new and difficult terminology; and all this he tries to teach at the same time. The consequence is that the science is destroyed, the terminology is either misunderstood, or, more probably, associated with no ideas, and even the language for which every sacrifice is made, is found, in nine cases out of ten, never to be acquired at all.*

* After remarking on the wrong order in which subjects are taught, he continues, "What with perceptions unnaturally dulled by early thwartings, and a coerced attention to books, what with the mental confusion produced by teaching subjects before they can be understood, and in each of them giving generalizations before the facts of which they are the generalizations, what with making the pupil a mere passive recipient of others' ideas and not in the least leading him to be an active inquirer of self-instructor, and what with taxing the faculties to excess, there are very few minds that become as efficient as they might be."

* A class of boys whom I once took in Latin De-

2. "All development is an advance from the indefinite to the definite."

I do not feel very certain of the truth of this principle, or of its application, if true. Of course, a child's intellectual conceptions are at first vague, and we should not forget this; but it is rather a fact than a principle.

3. "Our lessons ought to start from the concrete, and end in the abstract." What Mr. Spencer says under this head well deserves the attention of all teachers. "General formulas which men have devised to express groups of details, and which have severally simplified their conceptions by uniting many facts into one fact, they have supposed must simplify the conceptions of a child also. They have forgotten that a generalization is simple only in comparison with the whole mass of particular truths it comprehends; that it is more complex than any one of these truths taken simply; that only, after many of these single truths have been acquired, does the generalization ease the memory and help the reason; and that, to a mind not possessing these single truths, it is necessarily a mystery.* Thus, confounding two kinds of simplification, teachers have constantly erred by setting out with "first principles," a proceeding essentially, though not apparently, at variance with the primary rule [of proceeding from the simple to the complex], which implies that the mind should be introduced to principles through the medium of examples, and so should be led from the particular to the general, from the concrete to the abstract." In conformity with this principle, Pestalozzi made the actual counting of things precede the teaching of abstract rules in arithmetic. Basedow introduced weights and measures into the school, and Mr. Spencer describes some exercises in cutting out geometrical figures in cardboard as a preparation for geometry. The difficulty about such instruction is that it requires apparatus, and apparatus is apt to get lost or out of order. But, if apparatus is good for anything at all, it is worth a little trouble. There is a tendency in the minds of many teachers to depreciate "mechanical appliances." Even a decent blackboard is not always to be found in our higher schools. But, though such appliances will not enable a bad master to teach well, nevertheless, other things being equal, the master will teach better with them than without them. There is little credit due to him for managing to dispense with apparatus. An author might as well pride himself on being saving in pens and paper.

4. "The genesis of knowledge in the individual must follow the same course as the genesis of knowledge in the race." This is a thesis on which I have no opinion to offer. It was, I believe, first maintained by Pestalozzi.

5. From the above principle Mr. Spencer infers that every study should have a purely experimental introduction, thus proceeding through an empirical stage to a rational.

6. A second conclusion which Mr. Spencer draws is that, in education, the process of self-development should be encouraged to the utmost. Children should be led to make their own investigations, and to draw their own inferences.

---

lectus denied, with the utmost confidence, when I questioned them on the subject, that there were any such things in English as verbs and substantives. On another occasion, I saw a poor boy of nine or ten caned, because, when he had said that *proficiscor* was a deponent verb, he could not say what a deponent verb was. Even if he had remembered the inaccurate grammar definition expected of him, "A deponent verb is a verb with a passive form and an active meaning," his comprehension of *proficiscor* would have been no greater. It is worth observing that, even when offending greviously in great matters against the principle of connecting fresh knowledge with the old, teachers are sometimes driven to it in small. They find that it is better for boys to see that *lignum* is like *regnum*, and *laudare* like *amare*, than simply to learn that *lignum* is of the Second Declension, and *laudare* of the First Conjugation. If boys had to learn, by mere effort of memory, the particular declension or conjugation of Latin words before they were taught anything about declensions and conjugations, this would be as sensible as the method adopted in some other instances, and the teachers might urge, as usual, that the information would come in useful afterward.

* "General terms are, as it were, but the indorsements upon the bundles of our ideas; they are useful to those who have collected a number of ideas, but utterly useless to those who have no collections ready for classification."—*Edgeworth's Practical Education*, vol. i. 91.

They should be told as little as possible. I quite agree with Mr. Spencer that this principle can not be too strenuously insisted on, though it obviously demands a high amount of intelligence in the teacher. But if education is to be a training of the faculties, if it is to prepare the pupil to teach himself, something more is needed than simply to pour in knowledge and make the pupil reproduce it. The receptive and reproductive faculties form but a small portion of a child's powers, and yet the only portion which many schoolmasters seek to cultivate. It is, indeed, not easy to get beyond this point; but the impediment is in us, not in the children. "Who can watch," asks Mr. Spencer, "the ceaseless observation, and inquiry, and inference, going on in a child's mind, or listen to its acute remarks in matters within the range of its faculties, without perceiving that these powers it manifests, if brought to bear systematically upon studies *within the same range*, would readily master them without help? This need for perpetual telling results from our stupidity, not from the child's. We drag it away from the facts in which it is interested, and which it is actively assimilating of itself. We put before it facts far too complex for it to understand, and therefore distasteful to it. Finding that it will not voluntarily acquire these facts, we thrust them into its mind by force of threats and punishment. By thus denying the knowledge it craves, and cramming it with knowledge it can not digest, we produce a morbid state of its faculties, and a consequent disgust for knowledge in general. And when, as a result, partly of the stolid indolence we have brought on, and partly of still-continued unfitness in its duties, the child can understand nothing without explanation, and becomes a mere passive recipient of our instruction, we infer that education must necessarily be carried on thus. Having by our method induced helplessness, we make the helplessness a reason for our method." It is, of course, much easier to point out defects than to remedy them: but every one who has observed the usual indifference of schoolboys to their work, and the waste of time consequent on their inattention, or only half-hearted attention, to the matter before them, and then thinks of the eagerness with which the same boys throw themselves into the pursuits of their play-hours, will feel a desire to get at the cause of this difference; and, perhaps, it may seem to him partly accounted for by the fact that their school-work makes a monotonous demand on a single faculty —the memory.

7. This brings me to the last of Mr. Spencer's principles of intellectual education. Instruction must excite the interest of the pupils, and therefore be pleasurable to them. "Nature has made the healthful exercise of our faculties both of mind and body pleasurable. It is true that some of the highest mental powers as yet but little developed in the race, and congenitally possessed in any considerable degree only by the most advanced, are indisposed to the amount of exertion required of them. But these in virtue of their very complexity will in a normal course of culture come last into exercise, and will, therefore, have no demands made on them until the pupil has arrived at an age when ulterior motives can be brought into play, and an indirect pleasure made to counterbalance a direct displeasure. With all faculties lower than these, however, the immediate gratification consequent on activity is the normal stimulus, and under good management the only needful stimulus. When we have to fall back on some other, we must take the fact as evidence that we are on the wrong track. Experience is daily showing with greater clearness that there is always a method to be found productive of interest—even of delight—and it ever turns out that this is the method proved by all other tests to be the right one."

As far as I have had the means of judging, I have found that the majority of teachers reject this principle. If you ask them why, most of them will tell you that it is impossible to make school-work interesting to children. A large number

also hold that it is not desirable. Let us consider these two points separately.

Of course, if it is not possible to get children to take interest in anything they could be taught in school, there is an end of the matter. But no one really goes as far as this. Every teacher finds that some of the things boys are taught they like better than others, and perhaps that one boy takes to one subject and another to another, and he also finds, both of classes and individuals, that they always get on best with what they like best. The utmost that can be maintained is, then, that some subjects which must be taught will not interest the majority of the learners. And if it be once admitted that it is desirable to make learning pleasant and interesting to our pupils, this principle will influence us to some extent in the subjects we select for teaching, and still more in the methods by which we endeavor to teach them. I say we shall be guided *to some extent* in the selection of subjects. There are theorists who assert that nature gives to young minds a craving for their proper aliment, so that they should be taught only what they show an inclination for. But surely our natural inclinations in this matter, as in others, are neither on the one hand to be ignored, nor on the other to be uncontrolled by such motives as our reason dictates to us. We at length perceive this in the physical nurture of our children. Locke directs that children are to have very little sugar or salt. "Sweetmeats of all kinds are to be avoided," says he, "which, whether they do more harm to the maker or eater is not easy to tell." (Ed. § 20.) Now, however, doctors have found out that young people's taste for sweets should in moderation be gratified, that they require sugar as much as they require any other kind of nutriment. But no one would think of feeding his children entirely on sweetmeats, or even of letting them have an unlimited supply of plum-puddings and hardbake. If we follow out this analogy in nourishing the mind, we shall, to some extent gratify a child's taste for "stories," whilst we also provide a large amount of more solid fare. But although we should certainly not ignore our children's likes and dislikes in learning, or in anything else, it is easy to attach too much importance to them. Dislike very often proceeds from mere want of insight into the subject. When a boy has "done" the First Book of Euclid without knowing how to judge of the size of an angle, or the Second Book without forming any conception of a rectangle, no one can be surprised at his not liking Euclid. And then the failure which is really due to bad teaching is attributed by the master to the stupidity of his pupil, and by the pupil to the dullness of the subject. If masters really desired to make learning a pleasure to their pupils, I think they would find that much might be done to effect this without any alteration in the subjects taught.

But the present dullness of school-work is not without its defenders. They insist on the importance of breaking in the mind to hard work. This can only be done, they say, by tasks which are repulsive to it. The schoolboy does not like, and ought not to like, learning Latin grammar any more than the colt should find pleasure in running ronnd in a circle: the very fact that these things are not pleasant makes them beneficial. Perhaps a certain amount of such training may train *down* the mind and qualify it for some drudgery from which it might otherwise revolt; but if this result is attained, it is attained at the sacrifice of the intellectual activity which is necessaay for any higher function. As Carlyle says, when speaking of routine work generally, you want nothing but a sorry nag to draw your sand-cart; your high-spirited Arab will be dangerous in such a capacity. But who would advocate for all colts a training which should render them fit for nothing but such humble toil? I have spoken elsewhere on this subject, and here I will merely express my strong conviction that boys' minds are frequently dwarfed, and their interest in intellectual pursuits blighted, by the practice of employing the first years of their school life in learning by heart things which it is quite impossible for them to under-

stand or care for. Teachers set out by assuming that little boys can not understand anything, and that all we can do with them is to keep them quiet and cram them with forms which will come in useful at a later age. When the boys have been taught on this system for two or three years, their teacher complains that they are stupid and inattentive, and that so long as they can say a thing by heart they never trouble themselves to understand it. In other words, the teacher grumbles at them for doing precisely what they have been taught to do, for repeating words without any thought of their meaning.

In this very important matter I am fully alive to the difference between theory and practice. It is so easy to recommend that boys should be got to understand and take an interest in their work—so difficult to carry out the recommendation! Grown people can hardly conceive that words which have in their minds been associated with ramiliar ideas from time immemorial, are mere sounds in the mouths of their pupils. The teacher thinks he is beginning at the beginning if he says that a transitive verb must govern an accusative, or that all the angles of a square are right angles. He gives his pupils credit for innate ideas up to this point, at all events, and advancing on this supposition he finds he can get nothing out of them but memory-work, so he insists on this that his time and theirs may not seem to be wholly wasted. The great difficulty of teaching well, however, is after all but a poor excuse for contentedly teaching badly, and it would be a great step in advance if teachers in general were as dissatisfied with themselves as they usually are with their pupils.*

I do not purpose following Mr. Spencer through his chapters on moral and physical education. In practice I find I can draw no line between moral and religious education; so the discussion of one without the other has not for me much interest. Mr. Spencer has some very valuable remarks on physical education which I could do little more than extract, and I have already made too many quotations from a work which will be in the hands of most of my readers.

Mr. Spencer differs very widely from the great body of our schoolmasters. I have ventured in turn to differ on some points from Mr. Spencer; but I am none the less conscious that he has written not only one of the most readable, but also one of the most important books on education in the English language.

MISPRONUNCIATION.—A traveler in Smyrna says that the importance of state documents in that country is measured by the size of the paper upon which the few comprehnsive Arabic characters are written. Judging Soule & Campbell's "Pronouncing Handbook of Words often Mispronounced," by that standard, it would be of very little value, for it would hardly fill a space of six cubic inches. But happily, books, like metals, are not dependent upon bulk alone for their value. This one is pure gold, and its meager size adds to, rather than detracts from its value, since it can be so easily carried in the pocket for ready reference. Constant vigilance is the price of correct pronunciation, and when one hears a word of whose pronunciation he is in doubt, it needs to be looked up on the instant, or it is likely to be forgotten and the opportunity lost. The inconvenience of carrying an unabridged dictionary in the breast pocket, makes this little handbook, with its 3,000

---

*Mr. Spencer and Professor Tyndall appeal to the results of experience as justifying a more rational method of teaching. Speaking of geometrical deductions, Mr. Spencer says: "It has repeatedly occurred that those who have been stupefied by the ordinary school-drill—by its abstract formulas, its wearisome tasks, its cramming—have suddenly had their intellects roused by thus ceasing to make them passive recipients, and inducing them to become active discoverers. The discouragement caused by bad teaching having been diminished by a little sympathy, and sufficient perseverance excited to achieve a first success, there arises a revolution of feeling affecting the whole nature. They no longer find themselves incompetent; they too can do something. And gradunlly, as success follows success, the incubus of despair disappears, and they attack the difficulties of their other studies with a courage insuring conquest."

most commonly mispronounced words, a positive luxury. The prevalence of bad pronunciation is shown by the fact that hardly a person, even among the best speakers, will open this book without finding pronunciations which they believe are wrong, but on referring to the dictionaries, they find to be right. Every one who really desires to become a good speaker of the English language should send 75 cents to Lee & Sheppard, Boston, for this little gem.—*Nebraska Teacher.*

RESPECT THE BODY.

Respect the body, dear men and women! Speak of it reverently as it deserves. Don't take it into an unworthy place; give it sunshine, pure air and exercise. Be conscientious as to what you put down your throat. Remember what is fun to the cook and confectioner may be death to it. Give it good, wholesome food; let it be on good terms with friction and soap and water; and especially don't render it ridiculous by your way of dressing it.

Recognize the dignity of your body; hold it erect when you are awake, and let it out straight when you are asleep. Don't let it go through the world with little mincing steps or great awkward strides; don't swing its arms too much and don't let them grow limp from inactivity. Resolve to respect its shoulders, its back and its fair proportions generally and straightway shall "stoops" and "wiggles," and "grecian bends," be unknown forever.

Respect the body—give it what it requires and no more. Don't pierce its ears, strain its eyes or pinch its feet; don't roast it by a hot fire all day, and smother it under a heavy bed covering all night; don't put it in a cold draught on slight occasions, and don't nurse it or pet it to death; don't dose it with doctor stuffs; and above all don't turn it into a wine cask or a chimney. Let it be "warranted not to smoke" from the time your manhood takes possession.

Respect your body; don't over-rest or over-love it, and never debase it, but be able to lay it down when you are done with it, a well worn but not a misused thing. Meantime, treat it at least as well as you would your pet horse or hound, and my word for it, though it will not jump to China at a bound, you'll find it a most excellent thing to have especially in the country.—*Hearth and Home.*

PROFESSIONAL IGNORANCE.—Over and over again, men in high public station have been seen making utter wreck of their careers through their own dense ignorance of what it behooved them to know. In the prime of life, at the consummate instant for action, these men were found not only to lack the knowledge they needed, but to have lost all power to acquire or even to comprehend it. For ambitious young men no exhortation to lay broad foundations in youth is so effective as the spectacle of promising careers ruined, and great opportunities of distinction and usefulness lost, mainly for lack of thorough education. The greater the natural ability of the conspicuous actors in such scenes, the more pitiable does it seem that they should fail at fifty for the lack of knowledge which they might easily have acquired at twenty-five. The whole experience of the country since 1861, military, legislative, and administrative, has taught most effectively the lesson that the surest way to success in any profession, military or civil, scientific or learned, is to get in early life the best and amplest training for it which the country affords.—*Prest. Eliot of Harvard.*

STANDING IN THE SCHOOL-ROOM.

Somewhat inseparably connected with the old, lazy way of hearing recitations, line by line from a book, vacant of all fresh inspiration, was the very consistent habit of drawing out those instructions entirely from a sitting posture. In introducing a less bookish and more personal and lively method of teaching, the leaders of the advance guard of to-day have very naturally urged the instructor to avail himself of that animation and power which comes from standing up to his work, from free passing to and fro among his pupils, visiting them at their desks, kindling them up with the magnetism of

his close presence. Let the book and the chair keep each other company at the desk, but let the teacher, independent of either, be the living, moving, active magnetic embodiment of the instructions of the day, at the blackboard and in the very midst of his pupils. This is the essence of the most approved style of to-day, and it contains all the power that there is in teaching. But many Normal school instructors and others of prominence have injuriously overshot the mark by insisting rigidly that the teacher must *always* stand in his school-room work, and the classes also, very generally, during the time of recitation. To be seated at all while conducting recitations is tabooed as idleness and laxity, of which the good teacher will not be guilty. It is quite time, before more harm is done, that the current be set back from this foolish extreme. Such doctrine, we are happy to say, is never taught in the Connecticut Normal School, but it is made imperative in some other Normal schools of much influence. We warn teachers not to be bound in any such bonds. It is well established, in a sanitary point of view, that constant standing is exceedingly injurious. To the female sex over-standing is especially dangerous, and may entail injuries for a life-time. Neither female teachers, then, nor female pupils, should be kept long in a standing position. But even to the male sex there is danger. Dentists standing all day long over their patients, conductors standing in the car-aisles, music teachers standing by the piano, all are liable and very subject to contract serious diseases as could readily be proved. The ever-standing school teacher cannot hope to be exempt from these.

Nor does it always produce a favorable impression for a teacher to be constantly on the stride around the room. A suitable, moderate amount of motion conduces to activity and appears well. A constant exhibition of it does not differ appreciably from restlessness, and is in itself ill-mannered.

On the other hand, a sitting posture is not necessarily an indolent or weak one. A live, ardent teacher, full of snap, is not to be quenched even if you tie him in a chair. Prof. Chauncey A. Goodrich used to hold overflowing, voluntary audiences of students at Yale every Sabbath evening, by the most energetic, sparkling instructions, given always from his chair. The common sense of the matter seems to be this: The teacher must be, at all hazards, lively and inspiring, whatever his posture; he must keep up this spirit in whatever posture he may face his pupils. But he must not be restricted to any one position. Let him be versatile and self-poised, deciding on his position by the demands of the moment. Let him well understand that the great power of presence and life is best put forth upon the feet; but yet that there is a relief in the chair which is essential and best. Let him cultivate the power of energetic instruction from the chair as well as on the feet. Let him understand that even the erect position loses its charm by becoming the constant and wearisome habit; while the rising to it from an occasional relief of sitting, gives it an emphasis which will be felt all through the school. And let him be merciful and considerate to the pupils. Let him never keep them standing long at a time, especially when they are only listening to the recitations of others, so that their whole frames are relaxed and best suited with rest.—*Conn. School Journal.*

HOW TO WRITE.

William Cullen Bryant, the poet and editor, gave to a young man who sent him an article, the following excellent advice, which we commend to all who would learn to write:

My young friend, I observe that you have used several French expressions in your article. I think, if you will study the English language, that you will find it capable of expressing all the ideas you may have. I have always found it so and in all that I have written I do not recall an instance where I was tempted to use a foreign word, but that on searching, I found a better one in my own language.

Be simple, unaffected; be honest in

your speaking and writing. Never use a long word when a short one will do. Call a spade a spade, not a well known, oblong instrument of manual industry; let home be home, not a residence; a place a place, not a locality, and so of the rest. Where a short word will do, you lose by using a long one. You lose in clearness; you lose in honest expression of your meaning and in the estimation of all men who are competent to judge, you lose in reputation for ability.

The only true way to shine, even in this false world, is to be modest and unassuming. Falsehood may be a very thick crust, but in the course of time we will find a place to break through. Elegance of language may not be in the power of all of us, but simplicity and straightforwardness are.

Write much as you would speak; speak as you think. If with your inferior, speak no coarser than usual; if with your superior, speak no finer. Be what you say and within the rules of prudence. No one ever was a gainer by singularity of words or of pronunciation. The truly wise man will speak so that no one will observe how he speaks. A man may show great knowledge of chemistry by carrying about bladders of strange gases to breathe, but he will enjoy better health and find more time for business, who lives on common air.

Sidney Smith once remarked: "After you have written an article, take your pen and strike out half of the words, and you will be surprised to see how much stronger it will be."

VALUABLE SUGGESTIONS.

1. No child should be allowed to attend school before the beginning of his 6th year.

2. The duration of daily attendance—including the time given to recess and physical exercises—should not exceed four and a half hours for the primary schools; five and a half for other schools.

3. There should be no study required out of school—unless at high school—and this should not exceed one hour.

4. Recess time should be devoted to play outside the school-room—unless during stormy weather—and, as the time rightly belongs to the pupils, they should not be deprived of it except for serious offenses; and those who are not deprived of it should not be allowed to spend it in study; no child should ever be confined to the school-room during an entire session. The minimum of recess time should be fifteen minutes each session, and in primary schools there should be more than one recess in each session.

5. Physical exercise should be used in school to prevent nervous and muscular fatigue and to relieve monotony, but not as a muscular training. It should be practiced by both teacher and children in every hour not broken by recess, and should be timed by music.. In primary schools every half hour should be broken by exercise, recess or singing.

6. Ventilation should be amply provided by other means than windows, though these should be used in addition to special means during recess and exercise time.

7. Lessons should be scrupulously apportioned to the average capacity of the pupils; and in primary schools the slate should be used more and the book less;—and the instruction should be given as much as possible on the principle of "object teaching."—*Am. Ed. Monthly.*

A POPULAR HISTORY OF THE UNITED STATES.

The reading public of this country will receive with great satisfaction the announcement that the venerable William Cullen Bryant, of New York, assisted by Mr. Sydney Howard Gay, a veteran journalist and scholar, have now in preparation a popular history of the United States. In no branch of literature is there such a want as this book is intended to supply. We have no popular history of America, and we can imagine no prouder climax to the literary fame of Mr. Bryant than this invaluable and long-needed history. The work will include the early history of the continent, down to the union and independence of the Colonies. It will then give the history of the first century of the United Republic. The work is intended

for popular use and information, and will be written with that ability and fairness for which Mr. Bryant and Mr. Gay are alike distinguished. We have had numerous American histories, but never a complete nor a popular one. Our history has been written in sections, and without connection. We have had biography in profusion; have had able works covering particular periods of time, and particular events, but a general history of the United States, coming down to contemporary events, such as the ordinary citizen or family desires, has never been produced. Bryant's history will in all probability be the standard history for the next half century. Such a book is doubly appropriate, coming, as it does, at the close of the first century of the United States, and at the restoration of the Union in all its strength after the terrible ordeal of civil war. It will be published by Scribner, Armstrong & Co., New York.

EDUCATION IN NEW HAMPSHIRE.

The Granite State has, during her whole history, manifested a deep interest in the cause of education, though little has been said or written on the subject.

When all around was a wilderness, Dartmouth College was established at Hanover, and has ever been cherished by the State, as an institution of the highest grade of learning, requiring thorough Academic training for admittance, and sending out her graduates as highly educated and disciplined, probably, as any College or University in the land. Daniel Webster, Rufus Choate, Chief Justice Chase and others, who have adorned the Church and State, are among her sons who stand before the country and the world almost without their peers. Dr. Nathan Lord had long been its worthy president, when Dr. Smith was elected to this highest educational chair of State. During his presidency, by indefatigable labors, he has given a new impetus to the financial and literary status of the college. A liberal donation being made by Mr. Culver, a gentleman of noble mind and means, for the purpose, the State has lately established an Agricultural Department, in new and elegant buildings, with a farm for practical operations. The Medical Department, especially under the leadership, for a long time, of the late Dr. Dixi Crosby, has been, perhaps, unexcelled.

Phillips Exeter Academy is one of the oldest, as it has been one of the best, of such institutions of learning. Webster, the Everetts, Saltonstall and hundreds of other notables, were and are proud of this, their academic *Alma Mater*. Its Industrial building with two wings was destroyed by fire some two years ago, but, phœnix-like, another edifice, nobler far, has arisen from its ashes, or rather in the rear of its former site, so as to give more room to its goodly, ancient play-grounds. It has ever been well endowed, many indigent students having been helped all along in its history. An esteemed aged man, Mr. Kingsman, of Barrington, has lately given quite a sum to its funds, as he has also to Dartmouth College. Dr. Abbott was long its president, and Gideon Soule, LL.D., has served in that honorable capacity now some thirty years.

Atkinson, a lower town in the State, has another of the old academies, with grants of State lands and other funds. Derry has had for some decades a Seminary for Ladies and the Pinkerton Academy for both sexes, wealthy citizens having somewhat endowed them. Gilmantown, near the centre of the State, has for many years been favored with a good academy for ladies and gentlemen, and for some years the Congregational denomination sustained a theological school here, having a three-story brick edifice in a commanding position.

The Meriden Academy, under the patronage of the same enlightened church, has educated many a good scholar, sent hosts to Dartmouth College, and into the school-rooms of many States, as well educated teachers. It is still in a flourishing condition. Dr. Richards long presided in its halls.

The Methodist denomination, though late in gathering in any considerable number of communicants in the State, established their first institution of learn-

ing in the land at South Newmarket, N. H., which has become the parent of a vast and honorable offspring. This, after giving rise to a deep interest in the cause of education among that zealous and successful people, was removed to Wilbraham, Mass., but the New Hampshire Conference, then embracing that part of Vermont east of the Green Mountains, soon establish a flourishing seminary at Newbury, on the west Bank of the Connecticut River, which was extensively patronized by many from New Hampshire, especially from the central and northern parts. On the division of this Methodist Conference, the denomination established the "New Hampshire Conference Seminary and Female College," at Sanbornton Bridge, (now Tilton) a thrifty village in the centre of the State, on a beautiful eminence, overlooking the Winekeseogee River and much fine scenery. Their first buildings being too small for its liberal patronage, in a few years gave place to very large accommodations, all of which were destroyed by fire, but speedily the three noble brick edifices were erected which now adorn the place and the enterprising and now wealthy church that fosters the institution. Its large corps of teachers is headed by Prof. Robinson, a man of note as an educator in the West, who is giving new popularity to this large school.

The Baptists have a flourishing and, of late, well endowed institution of learning at New London, and the Free Baptists sustain a vigorous seminary at New Hampton, both of which are centrally located in the State, and are doing a great work in the cause of education.

At West Lebanon, near the Connecticut and Dartmouth College, is a very flourishing Female Seminary, under the sway of a Mr. Orcutt, a veteran teacher and Manager. King Hiram did not help the wise Solomon more than this man helps in the wisdom of the State. Ladies' gymnastics are carried to great perfection here, and its halls are favorite resorts of the New Hampshire Legislature and other visitors.

Kingston, Durham, Marlow, Lancaster, Colebrook and some other places, have sustained academies more or less of the time for years, and last, but not least, I must mention that a Mr. Robinson, who was a native of Exeter, but acquiring a large fortune in the South, has founded a noble Female Seminary in this county, town of Rockingham, furnishing tuition and books free to all native students of Exeter. His name is given to the institution. A Mr. Stearns, of great urbanity, adorns its presidency. Much have I enjoyed visiting this and most of the other abodes of learning mentioned, but the Common Schools are the bone and sinew of education in New Hampshire. Through the thinly settled portions of the State, every few contiguous families compose a township. Every town has its school districts, with a school house. A yearly school meeting is held in the spring, a clerk and a prudential committee of one of three are chosen to hire the teachers, who are mostly female, and, till of late, working hard on small wages. The superintending committee is chosen at each town meeting, on the second Tuesday in March, or left to be appointed by the Selectmen. This committee is also composed of one or three, generally of three, and one new man yearly. They examine the teachers and visit every school, and a high standing of learning and morals is frequently required in teachers, and advanced education is acquired by scholars in these common schools, generally having two short terms taught in summer and winter. In most of the villages, as well as in the larger towns and cities, graded schools are enjoyed with the higher departments coming little, if any, short of the academy.

A State Normal School has lately arisen, as if by magic, at Plymouth, and is very flourishing.

Teachers' Institutes, assisted by the State, have been held in all the counties for some twenty years past, and have done and are doing much good.

A new law requiring all the children to attend the public schools is posted in every district.

Mr. Editor, I have been a student or

teacher in several of these higher schools, and often teaching and superintending the common schools, aiding in the public support of the Institutes, and having some acquaintance with all the institutions mentioned, I know whereof I have affirmed, and have written nothing from other pens.—D. W. Barber, *in the Amer. Journal of Education.*

Blackboards.—Common matched pine lumber ⅞ inch thick, will make a serviceable blackboard, which any handy person can put up. No cleats or cross-pieces are necessary; the boards may be nailed directly to the wall, over the plastering, care being taken to drive the nails into the studding. If the wall is of "hard finish," it will answer without any boards. The following receipe for a blackboard paint is excellent, durable, cheap and easily applied: 1 qt. shellac dissolved in alcohol, 3 oz. pulverized pumice-stone, 2 oz. pulverized rotten-stone, 4 oz. lamp black: mix the last three ingredients together, moisten a portion at a time with a little of the shellac and alcohol, and grind as thoroughly as possible with a knife or spatula; after which pour in the remainder of the alcohol, stirring often to prevent settling. One quart will furnish two coats for eighty square feet of blackboard not previously painted. The preparation dries immediately, and the board may be used within an hour if necessary. *No oil should be used;* it would produce a smooth and glossy surface.

Teach Something Useful.—A school in the country, especially in a farming district, ought to aim to give the pupil a good knowledge of the natural objects which come under the eye of every one of common observation. To do this it is necessary to have a teacher who is competent to interest, a teacher who knows and is capable of imparting instruction and of creating an interest and a spirit of inquiry in the minds of his pupils. We hope the time is coming when the children of our schools will know the names and the properties of the plants, the trees, the minerals, and the animals that come within the range of their daily observation. Every farmer's boy ought to have the advantage of this kind of instruction. It adds vastly to the happiness of life and does much to impart the power of intelligent observation, in which most people are wonderfully deficient.—*Massachusetts Ploughman.*

It cannot be too soon understood that science is one, and that whether we investigate philosophy, theology, history, or physics, we are dealing with the same problem, culminating in the knowledge of ourselves. Speech is known only in connection with the organs of man, thought in connection with his brain, religion as the expression of his aspirations, history as the record of his deeds, and physical sciences as the laws under which he lives. Philosophers and theologians have yet to learn that a physical fact is as sacred as a moral principle. Our own nature demands from us this double allegiance.—*Agassiz.*

THE LENGTH OF OUR SCHOOL SESSIONS.

Granted it can be proven that a session of from three to five hours' length is productive of better results—a sounder mind in a sounder body—than the six-hour system, which was invented by our mediæval ancestors to assist the mother in keeping her children *out of the way*, rather than an aid to greater discipline, is it not a matter of surprise that we, in this enlightened century, still adhere, with such obstinate pertinacity, to this barbarous custom of our forefathers?

A few schools in the State [Michigan] have adopted the five-hour system. Still a smaller number prefer a five-hour session for the High School, Grammar, and Intermediate grades, with a sitting of four hours for the primaries, commencing at nine in the morning, and closing at from half-past three to four P. M., thus giving a recess of two, or two and a half hours, at noon, the better part of the day.

In Germany a modified system of three hours is pursued in many parts of the kingdom, and it is thought by them a much more advantageous method as re-

gards the economy of time, money, strength, and educational discipline. And do we not look to Germany as our model, both in a scholastic and a literary point of view? Her kindergarten has been transplanted to American shores. Pestalozzian principles are common parlance in our public schools, and the hobby of every school-girl who contemplates a few months' teaching. It is our constant endeavor to introduce her methods and curriculum into our country. Why not, then, adopt this as one of its best features? If she find this three-hour session of greater benefit than one of twice the length, shall we not profit by a like system?

If any step be taken, by any teacher, toward the introduction of a system differing in the most minute particular from these *old times*, such a storm of opposition and calumny is raised that he is fain to follow on in the steps of his mediæval progenitors, in constant terror of these outbreaks of popular wrath, knowingly, yet innocently, killing by inches the priceless souls in his guidance.

Consumption, dyspepsia, and spinal affections are specially induced by the protracted confinement under this six-hour system. Childhood is the time for exercise, fresh air, and sunshine. The body must grow, the soul must expand, and nature's oxygen is the element for both.

When these six-year old babies are shut up six hours per day, and many times seven and eight hours, in the case of a bad lesson or a tardy mark, with from sixty to one hundred children, all in the same room, the greater part of them unwashed, unkempt, dirty, filthy, exhaling noxious odors, infected with contagious disease, is it any wonder that consumption is so widely prevalent in our country? Contaminated by this foul air, which has been breathed again and again, thrown off from the lungs of one child, and taken up by another, with scarcely any respite, by a long recess and protracted noon-time, these delicate children are kept sitting, bent over a desk, with compressed chest, contracted shoulders, from almost daylight until darkness, barely time to hasten home, swallow a few mouthfuls of dinner, and hurry back in the most abject dread, haunted with the fear of a tardy mark, or an added hour of confinement.

Let sixty adults be sentenced to pass this same amount of time in one room, all packed as closely as possible, for the purpose of saving clapboards, wall-paper, and window-glass—their only respite from the bad air and infection the inhaling of a few whiffs of oxygen obtained by the accidental opening of the door, and what would be the result? Would they not all cry out with one acclaim against the horrible murder? How long before they would be prostrated by disease?—nervous, weak, irritable, severe colds, dyspepsia, unable to accomplish the amount of work usually performed with ease. And yet our children are expected to grow up into sound, healthy men and women under a *regime* which no adult could, even for one week, endure with impunity.

The needed exercise can not be obtained under this six-hour plan, now so extensively in vogue. Two hours' air and sunshine in the middle of the day are of more benefit than twice the number at twilight, or in the morning. This system only gives one hour at noon,—just time to gulp down the food; going to school immediately after breakfast, returning at sundown, nerves out of order, temples throbbing with pain, and the mother wonders at the perverse temper and ill humor of her child.

This school system is also one great cause of dyspepsia. Bad air and want of exercise engender this disease. The meals are eaten in haste, scarcely allowing time for perfect mastication, much less that thorough digestion which can only be secured by a complete rest from books and mental work. Many think this disease only a slight matter; but, once firmly seated, it is the destroyer of both soul and body.

But space will not permit further mention of the long catalogue of human ills of which this barbarous custom is the source. Many of us do indeed succeed

in worrying through this hot-bed process with a partial lease of life and strength, and a few of us are strong and healthy; but the question is, are we, as an aggregate, a hardy, tough race? All statistics tell us that we are not, and that our ratio of life is constantly on the decrease.

It is said by all who have tested these shorter school sessions, that a much greater per cent. of scholarship is the invariable result. The pupils learn more readily, —the brain is more active. With this increased exercise and healthful freedom, the boy enters upon his day's work with a zest and heartiness, nothing daunted by difficulties, and problems are solved, paradigms committed, which to a brain clogged with impure blood would seem difficulties of Titanic strength.

Under this *three*-hour system most of the lessons are learned at home, and thus much more thoroughly than upon the school-room bench, surrounded by a crowd of vicious boys, each intent upon wasting his own time and distracting the attention of those around him. During the commitment of these tasks the pupil is under the supervision of the parent, the natural protector, and thereby saved many contaminating influences, while a great burden is taken from the overworked teacher.

But with such a mode of procedure we must have more teachers, many will say, and, as a consequence, the penurious pockets will cry "increased taxes."

In Germany many teachers teach all day, one set of pupils attending the forenoon session of three hours, another set the afternoon session of the same length —the salary of the teacher being in accordance with the work performed. This partially obviates the difficulty of expense, though not wholly; but is this cry of money a sensible objection? Is not a sound body of more value than many dimes? What enjoyment in life without perfect health? Who ever became wise, or great, famed, or learned, without a good share of steely nerves on which to base the foundation of his life-work? Look at the first men of our nation—our statesmen, our authors, our poets, our inventors, our scientists. Are they not all men of strong physical organization—such as it does one's heart good to look at? A firm, elastic tread, a brawny arm, and their muscles bands of steel? Able to eat a good breakfast of buckwheat pancakes, and sit all day in the Senate chamber without faintness or gnawing at the stomach?

Who ever heard of a Senator living on beef tea, or a President whose digestion would be seriously impaired by a stronger *regime* than a raw egg? Do they have crooked spines, bandy legs, bow knees, hollow eyes, sunken cheeks? And do they infest our Senate-house wheezing, spitting, coughing, phthisicky, blue, groaning over the ills of life? Surely, our nation would soon drift out upon a shoreless sea with such men to guide the helm. It is the puny, the delicate children, who sink into an early grave, and the boy of common intellect, who thinks more of sliding down hill upon his sled than of his Greek grammar, who rises to future greatness. Many of our most distinguished characters are self-educated, and we doubt if very few of them have ever passed through this hot-bed system of six hours per day in a graded school. —SARAH C. STERLING, *in the Michigan Teacher*.

CONTROLLING ONE'S TEMPER.—The true teacher is full of excitement and enthusiasm; and if he is not exceedingly watchful, especially when tired or ill, his excitability becomes irascibility. Thus his highest element of success, for want of adequate self-control, defeats itself. I know of no better means of controlling one's self under such circumstances, than a persistent determination to return good for evil. Simple will power may do much, but acting under the guidance of the higher law, it can seldom fail.—*School Management*.

IN struggling to make a dull-brained boy understand what conscience is, a teacher asked, "What makes you feel uncomfortable after you have done wrong?" "My papa's big leather strap," feelingly replied the boy.

THE OLD SCHOOL-HOUSE.

Whatever else to the night is gone—
The night that shall never know a dawn—
It stands undimmed in my memory still,
The old brown school-house on the hill.

I see the briers beside the door.
The rocks where we played at "keeping store;"
The steps we dug in the bank below,
And the "bear-track" trod in the winter snow.

The corner brick on the chimney lies
Just as it did to my boyish eyes;
And in dreams I throw the stones again
I threw at that toppling brick in vain.

The names on the weather-boards are part
Of the sacred treasures of my heart;
Some yet a place with the earth-sounds keep,
And some in the holds of silence sleep.

I hear the growl, from his central lair,
Of the swiftest boy who stood for "bear;"
And the sound brings back the joy and glow
Of the chase around the ring of snow.

Often again in thought I slide
On the stone-boat down the long hill-side:
The breathless speed, and the dizzy reel,
And the wind in my lifted hair I feel.

Ah me! There are spots that hold my dead
In a sleep unstirred by memory's tread;
And many a scene of life's triumph lies
Deep in the mists that never rise.

And things of rapture, and things of tears,
And hidden within the vale of years;
But the old brown school-house on the hill—
It stands undimmed in my memory still.

THE WORD METHOD.

BY M. E. HOWARD.

Messrs. Editors:—I have seen so many articles in the JOURNAL written in opposition to the Word Method, that I feel that I *must* express some of my ideas on the subject and leave it with you to decide whether worthy a place in your columns or not.

I can only give a meager outline of how I would teach, for, while I believe in system, I would not be bound by fixed laws, but have the privilege of varying, as I receive inspiration at the moment from the amount of intelligence beaming in the faces of my class.

I will suppose my class before me, having previously ascertained that the most of them have not been at school before, the remainder have been half through the Primer, but when called on to read: "It is an ox," read (?) i t it i s is, etc.

My first aim is to convince them that I can *interest* them, which I do, not by saying "Pay attention," etc., but by doing something which excites their curiosity so much that they wonder what is coming next. I have something attractive, for instance, two or three cards of very bright colors which they have not seen, and bring them suddenly to view, and instantly conceal them. At the first trial perhaps not more than one or two saw them at all. I call on those to tell me what I had, how many colors, etc., praise them for their good attention, and try something else. A much larger number see the second disclosure. Never repeating an action, without some variation, they get the impression that a sight once lost, is lost forever.

I converse with them about a cow, or some familiar animal, let them tell me something about it. Then show the word on a card. The cards I use are much more attractive than blackboard or chart at first, though each has its place. I paste the words, printed in plain large type, on cardboard of bright colors so as to have a beautiful margin around the word.

One of these is given to each child from which to print the word on his slate, and bring to the next recitation. Of course all will not have a perfect copy on their slates, but all *will* know the word. In this recitation, too, they are much quicker to observe what I show them. Then we talk of some other familiar object and I give them another word.

In the next recitation, perhaps, I would vary the lesson in observation by taking something familiar, say, an apple, and letting them tell me about it. They can name the stem and peel instantly, when cut, they will show me the core and seeds, and, if they can not name it, will be delighted to tell me the pulp is good to eat.

On examination I find they know the words they have so well that I give them two this time, and they go to their seats very happy.

Next I would take an atlas, or something large enough to hide my work from

the class, and make a few lines on the board, remove the atlas for an instant only, and ask them what they saw on the board. Some will answer, "Straight marks," others will give the number of marks. By questioning them, they will tell me whether they extend up and down or crosswise. After a few trials with different numbers of perpendicular lines combine one or two, with one or two horizontal ones. So I would develop their perceptive faculties from day to day, until they can tell all the words have given them, when shown in this manner, and describe quite complicated figures.

After a few lessons I have no trouble in keeping their attention.

After drawing them out for several days in telling me about the animals in our lessons, I tell them a little story and call upon one or more to relate it. Soon, they will carry a story in their minds till the next recitation and tell it nicely.

In giving words, it is not necessary to use those, only, of two or three letters. After a few days, they will take in at sight, such words as barks, jumps, kicks, sings, etc., and I arrange, where all can see them, the words: The dog barks, The pony kicks, The bird sings, and they can *read*. This is a wonder to them. They have done nothing but what was intensely entertaining to them, have not been told to "Look on your books, pay attention, and try to learn" *once*, yet here they are reading little stories. Those who have never been to school before do not wonder *so much*, but those who have spelt along from word to word, and lost all delight and sense in trying to find the words by the letters, are astonished, and begin to think there is some pleasure in being a school-boy after all.

Then I give to each one words enough to form an easy sentence, and let them arrange them on their desks, after which I pass around and examine their work.

"May we take some words and make sentences at recess?" is the plea of sportive little fellows for whom the play-ground and mates have fewer charms than words and sentences.

They vie with each other in seeing who shall make the greatest number correctly, or the most difficult ones, and if I will consent to let them have the box of words at recess, they will test each other to see who can tell the greatest number of words, always by the instantaneous view. They do not think they know them unless they can tell them at sight.

After they can read such sentences at sight, I let them read from the chart.

When this is finished they take their Primers, keep their places, criticise each other closely, and read with such expression of interest and intelligence, as to delight the listener, which the primer scholars in the old method generally fail to do.

In giving a new lesson I am careful to note any new word that may occur, and be sure that they understand it before taking their seats. I make a sentence containing the word and let them do the same. Thus they not only learn the word, but its meaning and use. Elements of arithmetic should be introduced among the first lessons, and in carrying out this plan the little ones get quite a start in drawing, Natural History, composition, and many other things which seem so much more difficult if not commenced in this way, and at this time. There is so much that can be taught in this way, and so many ways of presenting it to make it pleasant to the learner, that I find I can not give half that I intended in a sketch like this. Knowledge can be presented, too, so that they will search eagerly for the hidden treasures and there will be no cramming or overtaxing the mind. "But," I hear some that cling to the old method exclaim, "How will they learn to spell?"

Perhaps I will answer that some day.

DR. LEIBREICH, a distinguished London surgeon, deploring the tendency to curvature of the spine caused by clumsily-arranged chairs and desks in schools, has designed a desk and seat, which have been adopted by the London School Board, 110,000 having been ordered.

A MICHIGAN schoolma'm points out the sad fact that no schoolmaster has ever been President.

SPELLING.

Spelling is a matter of mere memory. The methods, therefore, of teaching spelling are the best which will most aid the memory in retaining the forms of words. In the primary grades the children are required to spell all the words occurring in their daily lessons by sound, and in the higher primaries by letter. Oral spelling is chiefly by sound, letter spelling by writing. In the higher grades the pupils are required to spell orally and by writing. Every device the ingenuity of the teacher can invent, whereby the memory can be aided in retaining the correct order of the letters and the proper ones, is resorted by the teacher. The complaint, that by the modern methods as good spellers are not made as were made ten or twenty years ago, is without foundation in fact. No method and no amount of effort will teach all children to remember the correct orthography of even familiar words. If they ever spell well, it will be by frequently consulting the dictionary. It is a gift which all do not possess. As well might it be expected to make a good mathematicians of all the children who attend the schools, as to make all good spellers. To convince any one that persons who were in the schools of twenty years ago were not good spellers, the complainant has only to examine the notes received by teachers concerning the children. All who go out from our schools are not good spellers, I confess, nor have I any apology to offer; but I believe a much larger number spell well now, in consequence of our better methods of teaching, than by the old methods, when children were taught little else than oral spelling. To be able to spell well is a matter of great importance, as well on account of its usefulness as the evidence it gives of culture. There is no subject in the public school course of instruction which receives more careful attention than spelling. If we cannot succeed in fixing indelibly in the memory of a child the correct orthography of common words, we hope to so impress him with the importance of spelling well, that in case of doubt he will call to his aid the dictionary.—R. W. Stevenson, *Supt. of Schools, Columbus, Ohio. Report*, 1873.

THE SPELLING CLASS.

See that crevice in the floor—
Slender line from desk to door.
First meridian of the school—
Which all the scholars toe by rule.
Ranged along in rigid row,
Inky, golden, brown and tow,
Are heads of spellers high and low,
Like notes in music sweet as June,
Dotting off a dancing tune.

Boy of Bashan takes the lead,—
Roughly thatched his bullet head;—
At the foot an eight-year-old,
Stands with head of trembling gold;
Watch her when the word is missed!
Her eyes are like an amethyst,
Her fingers dove-tailed, lips apart;
She knows that very word by heart!
And swings like any pendulum,
Trembling lest it fail to come.
Runs the word along the line,
Like the running of a vine,
Blossoms out from lip to lip—
Till the girl in azure slip,
Catches breath and spells the word,
Flits up the class like any bird,
Cheeks in bloom with honest blood,
And proudly stands where Bashan stood!
—*Scribner's Mag. for May.*

FLASHES OF THOUGHT.

SELECTED BY D. M.

Employment is nature's physician. It is indeed so important to happiness that indolence is justly considered the parent of misery.—*Galen.*

A desire for knowledge is the natural feeling of mankind; and every human being, whose mind is not debauched, will be willing to give all he has to get knowledge.—*Dr. Johnson.*

Of all the passions, none are so soothing as hope; and nothing is so dreadful as the disappointment of it, especially when confidence has been great, and the object to be realized is great also.—*Rev. Wm. Jay.*

There is such a sin as oppression; it consists not in that gross violation of justice, which is cognizable by law, and against which civilized governments have

provided; but in taking such an advantage of the necessity and weakness of the poor as converts them into mere instruments of a superior power, the victims of a selfish emolument, with no other consideration than how far their physical exertions may be rendered subservient to the gratification of an unfeeling rapacity. —*Rev. Robert Hall.*

The great struggle for human progress and elevation proceeds noiselessly,—often unnoted, often checked and apparently baffled, amid the clamorous and debasing strifes impelled by greedy selfishness and low ambition. In that struggle, maintained by the wise and good of all parties, all creeds, all climes, bear ye the part of men. Heed the lofty summons, and, with souls serene and constant, prepare to tread boldly in the path of highest duty. So shall life be to you truly exalted and heroic; so shall death be a transition neither sought nor dreaded; so shall your memory, though cherished at first but by a few humble, loving hearts, linger long and gratefully in human remembrance, a watchword to the truthful and an incitement to generous endeavor, freshened by the proud tears of admiring affection, and fragrant with the odors of heaven!—*Greeley.*

WOMEN AS SCHOOL OFFICERS.

The annual report of the Commissioner of Public Schools of Rhode Island contains some sensible conclusions in regard to the appointment of school officers, and offers a number of very excellent reasons why these should be selected from among women and teachers. These reasons may be briefly included in the three conditions of natural fitness, experience and time. It is so generally admitted that women make the best school teachers, up to a certain grade of education, that we need not attempt to argue the point. That the conditions which fit them for this position will, after they have graduated from the platform, enable them to direct and instruct other teachers, looks reasonable certainly. The element of time, which must of necessity enter so largely into man's arrangements, has far less weight in its influence on the movements of a majority of women, and they would be able in the positions of Superintendent, Trustee or School Inspector to devote much more attention to the requirements of those positions than most men. Of course we would recommend the appointment or election of women to these positions, to be made only in connection with jurisdiction over primary, intermediate and girls' schools. Our own knowledge and experience of the influence and character of male trustees and inspectors of public schools, especially in our large cities, lead us to believe that the cause of education and other even more important interests would be much better served by women. The experiment has already been tried in Illinois, and in some towns in Massachusetts, and we may now have the opportunity of watching its working in Boston. Wherever tried, it has thus far worked to the complete satisfaction of all parties interested. While we do not believe in the divergence of woman from her proper sphere, we see no good reason for not recognizing her as peculiarly calculated for the duties appertaining to school offices.—*N. Y. Commercial Advertiser.*

BOOK-SCIENCE.

I do not know what the requirements of your examiners may be, but I sincerely trust they are not satisfied with a mere book-knowledge of these matters. For my own part, I would not raise a finger, if I could thereby introduce mere book-work in science into every arts curriculum in the country. Let those who want to study books devote themselves to literature, in which we have the perfection of books, both as to substance and as to form. If I may paraphrase Hobbes' well-known aphorism, I would say that "books are the money of literature, but only the counters of science," science (in the sense in which I now use the term) being the knowledge of fact, of which every verbal description is but an incomplete and symbolic expression. And be assured that no teaching of science is worth any thing, as a mental discipline, which is not based

upon direct perception of the facts, and practical exercise of the observing and logical faculties upon them. Even in such a simple matter as the mere comprehension of form, ask the most practised and widely-informed anatomist what is the difference between his knowledge of a structure which he has read about and his knowledge of the same structure when he has seen it for himself, and he will tell you that the two things are not comparable—the difference is infinite. Thus I am very strongly inclined to agree with some learned school-masters who say that, in their experience, the teaching of science is all waste time. As they teach it, I have no doubt it is. But, to teach it otherwise, requires an amount of personal labor and a development of means and appliances, which must strike horror and dismay into a man accustomed to mere book-work, and who has been in the habit of teaching a class of fifty without much strain upon his energies. And this is one of the real difficulties in the way of the introduction of physical science into the ordinary university course, to which I have alluded. It is a difficulty which will not be overcome, until years of patient study have organized scientific teaching as well as, or I hope better than, classical teaching has been organized hitherto.—PROF. HUXLEY, *in Popular Science Monthly for May.*

SCRAPS.

CONTRIBUTED BY MRS. S. C. SIRRINE.

EVERY heart has a secret drawer, the spring of which is only known to the owner.

TRUE MORAL COURAGE is the diamond pen which may write poetry, and mildness with a world-braving stoicism.

SATURDAY NIGHT, of nature and of the year, is a breathing moment, where time of light and darkness form a sublime arch.

HOW HOLY is the joy and pain of pure unspotted music. Its jubilee and its sounds of woe are not for any one circumstance in life, but for life, for existence itself, and nothing is worthy of its tears but eternity.

WONDERS OF CHEMISTRY.—Linen can be converted into sugar; sugar into alcohol and carbonic acid; alcohol into ether and water. Sugar can also be converted into oxalic acid, and likewise into pure charcoal and water. Alcohol will readily change into acetic acid or vinegar. Coal tar is transformed into dyes that surpass the Tyrian purple of old. Starch may be transmuted into gum; alcohol into sugar, vinegar or oxalic acid. And these are but a few of the magical changes which modern chemical science has made familiar as household words.

THE BOY AGASSIZ.

CHAPTER I.—HIS HOME.

It was in Switzerland. The country of mountains and lakes. A small country, not much larger than the State of Massachusetts and shut up in the centre of Europe, far away from the sea. In the western part of Switzerland, near France, is the lake of Neuchatel, a long lake, deep, blue, and as clear as crystal. On the west stand the Jura Mountains, and towards the east one can see the High Alps. The Jura Mountains come close up to the lake, so that the vineyards that are planted on the steep slopes almost overhang the water. The mountains on the opposite side do not come so near the lake, and there is a strip of level country along the shore. Near the northern end of the lake is another smaller lake called Lake Morat. Between these two lakes stands the little village of Mottier. It was here that John Louis Rudolph Agassiz was born on the 28th day of May, in 1807.

His father was a Huguenot clergyman. His grandfathers for several generations had been ministers of Protestant churches, and the family were originally from France. His mother was a native of this part of Switzerland, or the Canton of Vaud, as it is called. So Louis was a native of Switzerland, though belonging to a French family.

Mottier was a fine place for a boy. The village was small, and the woods, the grassy fields, the lakes, and the high hills

were all within easy reach. There was no end of sport to be found everywhere. There were birds in abundance in the woods, and as for fish, the lakes seemed to swarm with them. As for boating, it was the one thing that afforded unending delight to every boy in Mottier. Louis did not go to school till he was eleven years old. What he did with himself up to this time is not fully known. All we can be sure about is that he had the free run of the woods and hills, and had a glorious time fishing. No boy in Mottier had ever been known to like to fish quite so well as Louis Agassiz. He thought it was certainly the greatest fun that had ever been invented for the delight of small boys like himself.

Mottier is not like any village you ever saw in this country. The houses are made of stone, and the roofs of red tiles hang over the walls so that there are deep shadows under the eaves. There are balconies on nearly every story, with stairs on the outside, and as the roof hangs over them, these balconies are sheltered from the sun and rain. The family often sit out there in pleasant weather, and the railing is sometimes surmounted with rows of plants in pots, and bunches of dried grasses, onions, squashes, and the like, so that it looks from the street as if the family kept their store-closet out of-doors. In the streets are stone troughs with streams of cold water spouting in silvery fountains out of iron pipes. Here the horses and cattle come to drink and the women come to fill their pitchers. There are no water pipes in the houses, nor gas lamps in the streets, and the houses stand huddled together in a curious jumble, one house facing one way and the next the other way, so that the streets are crooked and narrow. There are no gardens in the village, but outside of the town the whole country is one vast garden, extending close up to the foot of the snow mountains.

Most of the children preferred to play in the narrow and rather dirty streets. Louis always made his way into the open fields or out on one of the lakes. He knew the name and the song of every bird in the woods; he was personally acquainted with the family of storks that had such a ragged nest on the top of the chimney of one of the houses; and as for the fishes, he knew all their names, and where they lived, and what they best liked to eat. On the matter of bait, he could satisfy the most diffident shiner that swam, or suit the most hungry pickerel that ever leaped out of the water for a fly or grass-hopper.

The boats on the Lake of Neuchatel are rather rude affairs. Round the landings of some of the towns, where the visitors from the hotels go out sailing, are boats that look like boats on the Hudson or Connecticut. The native boats, such as Louis must have used, were queer looking skiffs, broad and flat at the bottom, very square at the stern, and with a low, broad bow that looked as if any extra big wave would certainly come aboard, and swamp the whole clumsy affair. As for oars, no American boy would think of using such clumsy things. It was all the same to Louis. It was a boat, and it would take him out on the wide, blue lake, so deep and clear, and would float him right over the pools where the best fishes lived.

There are two ways of going a-fishing; one way is to catch as many fish as you can, take them home, cook them, and eat them up; another way is to catch them for the sake of seeing what they look like, learning their habits, finding out how they live, and then letting them go again, or keeping them to show other people how such fishes really look. Boys generally fish on the first plan and count their greatest gain in having good stringful for the frying-pan. Louis went on the other plan. He went to learn something about the fish whether he caught any or not. He was more anxious to catch one of each kind than to get the extra big fellows that were so fine for the cook. He wanted to see how they looked, to count the stripes on their backs, to look at their fins, and in fact to know all about them. If he caught an extra fine one he was more ready to cut him open to see how many bones he had, and to take him apart like a watch, to see how

he was made, than to make him ready for the dinner table. Perhaps you think this very silly in him. Louis would not have agreed with you. He cared more to know about the fish than to eat him.

Then he used to catch fishes that were not fit for the table. Minnows, hornpouts, and other fishes that boys think very small game were his delight. He did not wish to eat them, but he did want to know how they looked, and what kind of eyes they had, and how the scales were colored. The water of Lake Neuchatel is wonderfully clear, and when the waves are still one can see the bottom where it is quite deep. Our ponds and lakes are brown or ruddy with iron stains. These Swiss lakes have blue and white water, that is like glass when it is calm. Louis took advantage of this, and leaning over the long bows, where the shadow of the boat kept away the reflection of the sun, he would watch the fishes playing round his line for hours. He did not seem to care much whether he caught anything or not, provided he could study their habits and learn how they lived. In time he found out where they laid their eggs, he knew by heart all the different kinds of food they had, and knew just when they came up to the surface to catch the stray flies or when they sought out their soft beds, where they spent the winter. After a while he knew the name of every fish in the whole lake, and was personally acquainted with every finny family that swam or crawled in its waters.

When he was eleven years old his father decided to send him to school, and with his younger brother, Louis set out for the academy, or gymnasium as they called it, at Bienne, a small town in the next canton. About this time the Agassiz family moved away from Mottier, and went to live in the Valley of the Orbe, at the other end of the Lake of Neuchatel, towards Geneva. Concerning Louis' school days at Bienne, and his vacations at Orbe, more another time.—*Chas. Barnard.*

A WORD TO TEACHERS.—The work you are engaged in is a great and noble one. Fit and prepare yourselves for it; give your time and attention to your business, so that you may become active, energetic and live teachers. You will find that in order to become a successful teacher it will require considerable sound, common sense mixed with your book knowledge. A mere matter of books, without originality, will be of but little use to you as teachers. Acquaint yourselves with each day's lessons; if you expect your pupils to be prepared, you must set the example by being prepared yourselves.—T. P. MARSH, *Supt. Jackson Co.*

A TEACHER SHOULD

Be kind, candid, and firm.

Put up a Programme and teach by it.

Make previous preparation for each recitation.

Render the school-room attractive, and keep it *clean* and *tidy*.

Avoid scolding, or governing too much.

Have cognizance of all that transpires in school.

Labor to prevent communication.

Not be interrupted while hearing a class.

Give short lessons and require perfect recitations.

Have frequent reviews of principles and important points, with plenty of drill.

Have every pupil in school prepare his lessons by printing or writing them.

Occupy at least 15 minutes daily for a *General Exercise* on one of the following subjects: Orthoepy, Orthography, Arithmetic, Grammar, Geography, History, Constitution, or Physiology.

So grade the spelling classes that every word in the lesson is learned.

Give the Reading classes constant and thorough drill.

Have 20 minutes daily for instruction and drill in Penmanship.

Strive to teach Geography, History, and Constitution topically.

Make extra exertion to have the recitation in Grammar a practical one in the use of language.—WM. J. WAGGONER, *Supt. Richland Co.*

THE experiment lately tried in Eastern schools of using a newspaper for reading exercises instead of a reading book is proving a great success.

OFFICIAL DEPARTMENT.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

Q. If a new district, formed from an old one, takes in two of the officers, will they continue to hold office in the new district?

A. No, the new district will elect its three officers at its first meeting. (Sections 6 and 19).

Q. Will the officers thus separated from the old district continue to hold office there, until their terms expire?

A. No, their offices are vacated by their being separated from the district, and the town clerk will fill the vacancies. (Section 50.)

Q. By a division of our town, the director of our district now lives in another town; does that vacate his office?

A. No, the division of a town has no effect upon a school-district across which the line of division runs, except to make it a joint-district.

Q. If it is desired to dissolve a joint district lying in two towns, and have two districts, what is the mode of procedure?

A. An order may be passed to "detach so much of joint district No.——, of —— and —— as lies in the town of ——, from said district;" to be signed by the supervisors of both towns, and to erect such territory into a new district. The new district will be entitled to its share of the property, under sections 12, 13 and 14. If a joint district is to be extinguished, an order for its dissolution may first be passed, and then its parts attached to other districts, as provided in section 16.

Q. Our director was elected (at annual meeting) on the wrong day; is he a legal officer?

A. No; neither an election nor any other business is legal, unless the meeting be held on the day required by the statute. A director may be appointed, and a special meeting called to transact other necessary business.

Q. If the records of a district are lost, does this dissolve the district?

A. Not at all; some trouble might come in the transaction of business, settlement of accounts, etc., that is all.

Q. Is a district obliged to take orders of a town treasurer?

A. Not unless it chooses to do so, rather than wait for money.

Q. Is a district entitled to school money if it has had less than five months school, provided the children attend a private school several months also?

A. Certainly not; there must be at least five months public school, taught by a qualified teacher.

Q. What is meant by a qualified teacher, in the school code?

A. A person who holds an unexpired certificate authorizing him to teach in the county, town or district named.

Q. Can a tax for building a school-house be collected of those who, just before being set into the district, had paid a tax for the same purpose?

A. The law provides for no exemption. Those who seek to be transferred to another district should consider all the contingencies. A town board, in altering a district, should do the same.

Q. Could not the district, by vote, exempt the parties above named?

A. A district, as such, has no power to do this. After the tax is collected, those who choose can privately pay back money, from their own pockets, to an equal amount.

Q. Cannot a district board allow a school-house to be used for funerals?

A. A board would be justified of course by common courtesy in doing this, under proper circumstances, and need feel no hesitation in the matter, unless some of the tax payers positively object.

Q. Is a pupil who comes into town from a country district and pays for his board in work entitled to free tuition in our public schools?

A. Not if said pupil's legal residence is elsewhere and it is a mere temporary arrangement for the sake of attending the school. Paying for board in work does not give a pupil a different status from one paying in money. Of course tuition may be made nominal, if thought best, in any peculiar case. A young person at regular service in a family, or an apprentice, stands in a different relation.

Q. By mutual consent, my school was suspended two weeks; at the close of the term a special meeting voted to continue it two weeks; am I obliged to teach longer?

A. Not unless you agreed to.

Q. Is town meeting a legal holiday?

A. It is not.

Q. Can a board contract with a teacher to board around?

A. It has no such power; that is, to oblige the people to board the teacher, in turn. A mutual arrangement may be entered into by which the teacher can be boarded in this way, but it is not a very good way.

Q. Is it the province of the district or the board to determine the division and length of school terms?

A. The district has power to do it; if it does not, then the board may do it. If the board wishes to vary from the vote of the district, a special meeting should be called.

Q. Is a teacher's contract good altho' his certificate expires before the end of the term?

A. A teacher must keep himself provided with an unexpired certificate, in order to be a legal or qualified teacher. He ceases to be such when his certificate expires, and his contract ceases to be operative. Were it otherwise, a teacher whose certificate had but a week to run could contract for a year, and teach the last 51 weeks without a certificate. Moreover, the fact that a teacher holds a certificate now does not prove that he can get it renewed. The necessity of the renewal of limited certificates is a part of the protective policy of the law. When a teacher gains a life certificate, and thus has a regular professional standing, he is exempt from the inconveniences of limited certificates.

Q. Suppose there is no fault found with a teacher's mode of teaching and disciplining his school, but from personal prejudices and slanderous stories which have been circulated, the board discharge the teacher before the expiration of his contract; will the teacher have a remedy; and if so, what?

A. The board is not justified in discharging a teacher without cause—that is, some failure on his part to fulfill his contract. If it does, the teacher has a remedy in a suit for damages.

Q. Is a teacher exempt from poll-tax?

A. He is not.

Q. Can a teacher's wages be garnisheed?

A. Probably the courts would decide in the negative, as being against public policy, the teacher being a public servant.

Q. In case a county superintendent resigns in his first year, is a successor to be appointed for the balance of the term?

A. No, only for the balance of the year. At the Fall election a successor is to be elected for the second year.

Q. Am I justified in granting a first grade certificate, if the candidate has taught but three terms?

A. The rule for a State certificate is satisfactory evidence of success in teaching for at least three ordinary school terms. (School Code, p. 117). The county superintendent need not require more for the highest certificate given by him.

Q. I licensed a teacher a year ago, and she utterly failed in her school; ought I to grant her a certificate this year, if she passes a good examination?

A. Not if you are satisfied of her inability to teach. The first time of course it is an experiment, but it should not be repeated if disastrous.

Q. Can a county superintendent require all candidates for first and second grade certificates to be examined in one place?

A. No, the law not only provides for the several grades, but requires the superintendent to divide the county into inspection districts, which is of course for the accommodation of candidates for all grades.

Q. Can a superintendent decline examining for a first grade because he is not prepared with questions?

A. No; he should be prepared, or at all events able to prepare questions, without delay, if required.

EDITORIAL MISCELLANY.

PUBLIC EDUCATION IN ENGLAND.

It may be interesting to many of our readers to learn something of the present public school system of England. To obtain a full knowledge of all its details is a task somewhat like that of mastering a Greek grammar. It may be compared to a tangled forest which a landscape gardener has just begun to free from underbrush and pierce with roads in the hope of transforming it into an agreeable park.

The original growth may be said to have been spontaneous and unsystematic. There grew up Church of England schools, Protestant schools, Roman Catholic schools, Church of Scotland schools, Free Church schools, and we know not what other Church schools. Education appears to have been left almost exclusively to the religious denominations,—to have been regarded as the province of the Church.

In 1847 came an attempt to systematize and nationalize the elementary schools. Then for the first time annual parliamentary grants were made to assist in establishing and in maintaining such schools. The central idea of these grants was to stimulate and to supplement voluntary local action. And it must be remembered that this local action was not, as with us, a self-imposed and legally collected tax upon the property of a district or a township. It was the voluntary action of individuals or the donation of a church, or both. The sources of local revenue were thus endowments, voluntary contributions, and scholars' fees.

The schools were not, as a general rule, free. If instruction was gratuitous, it was often under such conditions as made the acceptance of the charity a disgrace. Weekly fees brought by the scholars—so many pence each—formed a large portion of the regular income of the schools, and still do.

The parliamentary grants above referred to were of two kinds: 1st. Grants to aid in establishing schools; 2d. Annual grants, conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools. All schools receiving grants become subject to examination by government inspectors.

As might be expected, when the acceptance of this aid, and compliance with the conditions on which it was given, were voluntary, many schools well supported by endowments, or otherwise, preferred to remain independent; others refused the aid but invited inspection. Those schools again which were established by aid of government, and hence subject to inspection, and those whose managers fulfilled the conditions upon which annual grants were made, were the only ones constituting the true field of government effort. To the latter class as the more numerous, and of which government reports chiefly speak, we shall mainly confine our attention.

There were reported for the year ending August 31st, 1871, of those receiving grants, 15,434 elementary schools, in England and Wales. Of those simply inspected there were only 776.

Besides the elementary schools aided by these grants, there are training-schools for teachers receiving similar aid. The number of pupils in these for the year 1872 was 1,666.

The grant annually made by Parliament for public education is administered by what is called the Education-Department. The regulations by which the money is distributed are very numerous and complex and a synopsis only of them can here be given. Inspectors are appointed to verify the fulfillment of the conditions on which the grants are made, to collect information and to report the results to the Education-Department.

Before any grant is made to a school there must be evidence (1) that it is a public elementary school, and that no child is refused admission except on reasonable grounds; (2) that the school is not carried on with a view to private emolument; (3) that the school premises are healthy, well lighted, drained, and ventilated, and contain a principal school-room of sufficient size; (4) that the teacher holds a certificate; (5) that records of admission, daily

attendance, and accounts of income and expenditure are accurately kept; and that a few other less important conditions have been observed.

The government grant is distributed as follows: The managers of a school which has had not less than 400 morning and afternoon sessions, in the course of a year, may claim at the end of the year 6s. per scholar according to the average number in attendance during the year. For every scholar present on the day of examination who has attended not less than 250 morning or afternoon sessions, 8s. are allowed; if more than 7 years of age, 12s. subject to examination, i. e., 4s. for passing in reading, 4s. for passing in writing, and 4s. for passing in arithmetic.

Grants are made to the managers of evening schools which have met not less than 80 times in the evening, in the course of a year: 4s. per scholar according to the average number in attendance throughout the year; and for every scholar who has attended not less than 50 evening sessions 7s. 6d., subject to examination, viz., 2s. 6d. for passing respectively, in reading, writing, and arithmetic.

These few will give some idea of the great multitude of conditions under which government aid is distributed to both the elementary and the training schools for teachers. The conditions of examination and probation of teachers are equally minute and elaborate.

If the vast and complicated system of government grants and inspection is faithfully and strictly enforced—which we have reason to doubt—the results must be a progress. But the defects in the English school-system are (1) government aid merely awaiting and supplementing local action, and (2) the fact that instruction is not generally free—that free tuition where it exists is held in the light of a charity and hence a disgrace.

We shall give in our next issue some account of the Education Act of 1870, which was a great advance beyond former things, and was passed mainly in consequence of the action of the "National Education League," whose purpose is to inaugurate still further reforms and to secure the establishment of an effective and truly national system which shall secure the education of every child in the country.

TWO OR THREE PLAIN TRUTHS.

The series of Spring Institutes closed on the 24th ult., bringing grateful rest to their conductors, and to the itinerant editor of the JOURNAL. The Institutes were, with few exceptions, largely attended, and we believe were very fruitful in indicating to the teachers the wisdom of better methods, of higher qualifications, and of a more exalted conception of and enthusiastic devotion to their work.

We found, as we had abundant reason to expect, many teachers, actual and prospective, of very poor qualifications. From one-third to one-half of the members of the Institutes were sadly deficient in knowledge of the elementary branches. They were poor spellers, poor readers, with but limited knowledge of geography, only slightly acquainted with the *philosophy* of arithmetic, and very deficient in that general information which comes from habitually reading books and newspapers, and which is itself an education of no mean degree.

Many were unqualified to teach because extremely young. More were unqualified because of the absence of local advantages for a higher culture than they possessed. There appeared no correspondingly marked lack of native ability. Indeed we everywhere met a goodly number of fine-looking, naturally intelligent faces. Nature had been more prodigal of mental endowments than had art. We saw scores of young men and women of excellent capacity, of awakened ambition, but of limited attainments and narrow mental view.

It was both a pleasure and a pain to hear some of these respond to our question whether they coveted advantages for a more liberal culture. The flushed face, the eager, speaking eye, the heartfelt words, "O that we might have such!" told eloquently of awakened but vain desires for a glory beyond their reach. Good teachers,—to say nothing of a State's

highest honor, nobly cultured men and women,—will never be very numerously found within our borders, until the means for a higher education than the district schools afford shall be widely and wisely scattered over the surface of our commonwealth.

Yet not these means alone are wanting. There is something else equally needed for the upbuilding of our State school system. This is a higher appreciation of schools on the part of "the yeomanry," the holders of property, tax-payers, and a concurrent willingness to pay the greater cost of better and higher advantages. The old proverb, "There is no excellence without labor," now reads, "There is no excellence without money." Money will produce anything, from a pin to a mountain tunnel,—from a way-side school to a University, or a national system of education. In this age money is the measure and the equivalent of nearly everything. It is in one sense the very bulwark of our liberties, our culture, our religion. This is not to be regretted. On the contrary, it is a proof of our high civilization.

Is the country to be defended? Are schools or churches to be established? Money is the immediate agent. Yea, more,—it is largely the measure of man's devotion, of man's earnestness, in the prosecution of any enterprise, selfish or philanthropic. The fact is, that as society is now constituted, this is inevitable. In the most purely defensive war money is as necessary as muscle. In an enterprise to extend the bounds of human knowledge or to ameliorate human condition, success is equally dependent upon the use of this potent force. Money has been called the root of all evil, but in a much broader and truer sense it is the root of all good.

It is idle to expect any marked progress in education except upon the condition necessary for progress in other enterprises. The money cost of progress is an indispensable element of success. Good teaching is, in general, as much more costly than bad teaching as a good house or horse is more expensive than a poor one. We cannot have good schools at the cost of poor ones. This is as certain as any fact in political economy. And one important reason for the continued presence of so many poor teachers and poor schools is either the unwillingness or the inability of the people to pay the higher cost of something better. In some of the newer and more sparsely settled counties of the State the present cost of the schools may be nearly as great as the people can afford; but in the older and richer counties there prevails a frugality as unnecessary as it is unwise.

We speak advisedly and moderately when we say that in many of the older counties of the State the present cost of supporting the schools might be doubled or trebled without much inconvenience to tax-payers, and with marvelous effect upon teachers, upon children, upon society. The present wages of country teachers are such as neither to encourage nor to permit the attainment of higher qualifications. As a matter of dollars and cents, the country schools—the ones in which there is most need of reform—offer no inducements to Normal or Academic training. The consequence is that the Normal Schools exert, and will continue to exert, but trifling influence upon the rural districts. As long as the wages of teachers in the latter give no more encouragement to higher attainments, so long will these teachers continue to be, in large measure, inefficient.

Any marked reform and progress in our common schools—of which there is need enough—must commence with, or at least be synchronous with, *a broader and wiser liberality in expenditure.* The policy that gives the smallest possible amount of money to the support of schools, that forbids teachers attending Institutes, or allows it only with loss of time, and that requires twenty-two days of actual teaching for a school month, is not the enlightened policy that shall build up a great, free, and enduring State.

ROCK CO., 2D DISTRICT.—We are indebted to an attentive correspondent for the following:

The Institute, held at Milton, Rock Co., from March 30 to April 3, is acknowledged by all to be the best ever held in the county. As advertised, the teachers met in the public school building, but it soon became evident that this was not equal to the demand for room, and on Wednesday morning they assembled in the College Chapel. The exercises, as conducted by Prof. Graham, were both interesting and instructive. The earnest, energetic teacher went away at the close of the Institute with his "notebook" well filled with valuable suggestions, which, as occasion may demand, will be wisely incorporated in the work of coming terms. To such an one the week's work has been profitable. The important lesson of the week, and one that was learned by all in attendance, was the want of thorough preparation, on the part of the teacher, for the work in hand. Having learned this lesson the faithful teacher was encouraged to make due preparation and become in reality a *teacher*.

The lectures on Monday, Wednesday and Thursday evenings, were well attended and merited the attention and careful consideration that were accorded them. The admirable address of State Superintendent Searing will be long remembered by the people of Milton and the teachers of Rock county. Breaking loose from the custom of speakers on such occasions, that of eulogizing our school system, Supt. Searing drew the picture of our educational interests as they are. He handled, "without gloves," the various defects and abuses of our system. His methods of improvement met with a hearty response from those present.

The address of Prof. W. D. Parker, of Janesville, was eminently practical and to the point. He pointed out the means by which the teacher was to prepare himself for his work, and gave an impressive outline of the character and duty of the true teacher and of the work he was called upon to perform.

Prof. Albert Whitford, of Milton College, lectured Thursday evening upon the "Transit of Venus." His subject was ably handled, and his method of presenting it was such that all present were interested and pleased. Every teacher who listened to this address ought to have been convinced that the physical sciences, as Astronomy, Chemistry and Natural Philosophy can be presented in an attractive form. While probably not a score of those present had ever studied Mathematical Astronomy, yet all were able to understand the whole lecture. Prof. Whitford's method of presenting the topic was most excellent, and our teachers would do well to imitate him as regards methods of presenting topics to their classes.

If every Institute is as ably conducted and successful as this one has been, they cannot but prove of the greatest utility to the teachers and schools of the State. One hundred and four teachers reported themselves as working members. The interest of the exercises continually called in many visitors while at times the room was crowded. The untiring industry of Supt. J. B. Tracy contributed greatly to the success of the Institute and to the comfort of all present. "'74."

JEFFERSON CO.—We are favored with the following account of the Institute:

A large and successful Institute was held at Fort Atkinson, April 6–10, conducted by Prof. A. Salisbury. One hundred and thirty-six teachers were present during the whole or a part of the time.

Among the most interesting exercises were those in Orthoepy and Biography which were conducted by Prof. Salisbury. Prof. Rockwood, of the Whitewater Normal School, gave a very pleasant reading. "How Justice was Administered in Chicago," was given in an inimitable manner. Mr. Newcomb conducted several exercises in Arithmetic in a satisfactory way. Prof. Marsh gave his method of teaching Civil Government. He thought the teacher should seize upon passing events to awaken inquiry in the mind of the pupil. Mr. Sloan gave the history of Penmanship and his mode of teaching the Spencerian system. Model classes were taught by Prof. J. Q. Emery. Mr. Kinney, Mr. Miller and Mr. Porter. The

teachers received some valuable hints and suggestions from their methods of teaching. Prof. Salisbury gave a sub-lecture upon Grammar, and Prof. Rockwood gave his method of teaching it. Both gentlemen thought it should be taught by writing short descriptions of familiar objects; mistakes should be placed upon the board for class citicism. Prof. Salisbury thought Grammar should be taught as an art *before* as a science, and questioned the utility of so much parsing and analyzing. A class in spelling, consisting of the members of the Institute, had twenty-five words given them by Prof. Salisbury, as a closing exercise. There were some amusing attempts to rival Artemus Ward and Josh Billings. The ladies seemed to be better spellers than the gentlemen. Probably Burns was right when he wrote "Her 'prentice hand she tried on man, And then she made the lasses O!" Prof. Salisbury answered the numerous queries placed in the Question Box with great tact and ability. In doing so, he gave the teachers advice upon school government, corporal punishment, &c., &c.

On Tuesday evening, Prof. Emery gave an address, and an interesting essay was read by Miss Eolah Henry. On Wednesday, State Supt. Searing gave a lecture which was spoken of in the highest terms by the people of Fort Atkinson, as well as the teachers. The deplorable yet quite amusing picture of some of our schools, had, evidently, been photographed "from life," and the negative is "preserved" in far too many of our schools. Prof. Marsh lectured on Thursday; he ably advocated the necessity for practical education. Miss Emma Jenkins read an essay which gave evidence of a depth of thought, a realization of the teacher's work and an earnestness, rarely found.

Before the close of the Institute, resolutions thanking Prof. Salisbury for the efficient manner in which he had conducted the Institute, and our energetic County Supt., Mr. S. A Craig, for his untiring efforts in prosecuting the Institute to so successful an issue, were unanimously adopted. The teachers separated feeling invigorated for a stronger and more persistent effort toward higher teaching. Realizing past deficiencies, they were encourage by the thought that "*now* is a glorious word, and henceforth is forever within our grasp." C. F. W.

THE AGASSIZ MEMORIAL.

To the Teachers and Pupils of Wisconsin:

Before another number of the JOURNAL is issued, the birthday of Agassiz, the 28th of May, will have come. In accordance with what now seems to be almost a spontaneous impulse, the teachers and pupils of the whole country will, on that day, contribute to a MEMORIAL FUND in honor of this noble man and teacher, and for the benefit of what will be at once an enduring monument to him, and a service and pride to the nation—the Museum of Comparative Zoölogy at Cambridge.

This movement has, as it deserves to have, the encouragement of the leading educational men of the entire country. I most cordially commend it to the teachers and pupils of Wisconsin, with the hope that our State will fitly and nobly respond to this call of affection and honor for one whose name has so long been almost a household word in all intelligent homes, and whose self-sacrificing labors have shed luster upon the country of his adoption.

I call attention to the subjoined extract from a circular of the Memorial Committee, and to the instructions of Treasurer Barnard.

EDWARD SEARING,
Supt. Public Instruction.

The Museum of Comparative Zoology at Cambridge is an independent establishment, governed by a faculty of its own. It was founded fifteen years ago by Agassiz, and has grown to its present proportions under his hand. In connection with it is the newly-established School of Experimental Zoology on the Island of Penikese, endowed by Mr. Anderson of New York. The system of instruction has the widest character, and includes elementary teaching, as well as the highest investigations. The exhibition-rooms are free to the public. Large sums have already been expended in bringing this national museum to its present condition. Its collections, in several branches, are

superior to those of the British Museum or the Garden of Plants. To make such an establishment useful, it must have a large building, and a considerable annual income for the payment of professors and assistants. To perfect the grand plan conceived by Agassiz will require at least three hundred thousand dollars, of which about one-third would be used in enlarging the building, and two-thirds would be funded.

It is to be hoped that the people of America, for whom Agassiz unselfishly labored, and among whom he spent the best portion of his life, will not hesitate to carry on the work he began. His example and his teachings have benefited every section of the country. The Museum he planned and founded will, if suitably endowed, become an ever-increasing source of scientific and practical usefulness to the nation and the world. We cannot doubt, therefore, that this appeal will be answered by the public in the same generous spirit in which Agassiz devoted his genius to the furtherance of science and to the advancement of education among us.

To Teachers:

You are earnestly requested to co-operate in the work of establishing this Fund, by reading the inclosed circular to your pupils, and by taking any other means that may occur to you of drawing their attention, and the attention of their parents to it.

May we also ask you to superintend the taking up of the contribution, in which we hope all the teachers and pupils of your school will take part.

Any sum, however small, will be cordially and gratefully received, and, most of all, we desire that the offering shall be in every respect spontaneous and willing.

The amount collected may be forwarded in bank checks on Boston or New York, or in Post-office money orders, payable to the order of James M. Barnard, Treasurer. You will oblige us by giving the exact address of your school, and the number of pupils and teachers contributing, in order that a proper acknowledgment may be made, and a perfect record of the transaction may be placed in the archives of the Museum.

For the Committee,

JAMES M. BARNARD, *Treasurer.*
Room 4, No. 13 Exchange Street.
BOSTON, March 10, 1874.

THIS NUMBER.—If "variety is the spice of" a periodical, this number of the JOURNAL is spicy. Senator Howe makes Prest. Eliot's position quite an uncomfortable one to hold.—"Keeping a School Room Clean" is suggestive in other directions also.—The next three articles are all good for the school-room.—The review of Herbert Spencer is completed, and the reviewer is deserving his name, *Quick;* discriminating as he does between Spencer's sound and unsound positions.—"Respect the Body" and "Standing in the School Room" are both practical and the latter, a timely warning.—The next three articles, are also to the purpose, and Education in New Hampshire is interesting.—"The Length of School Sessions" touches a very important subject—one that needs full discussion, and action withal.—"The Word Method" shows an ingenious and skillful teacher.—"Spelling" and "The Spelling Class" go well together.—"Women as School Officers" shows that the world moves.—A sentence in "Book Science" contains the very gist of the whole argument as to the disciplinary value of scientific studies, as commonly taught: "No teaching of science is worth anything, as a mental discipline, which is not based upon direct perception of the facts and practical exercise of the observing and logical faculties upon them." This, from an acknowledged master, is an oracle to be heeded. As a discipline, this book-science is about like reading a Latin author with a translation, and grammatical notes explaining every new word and usage.—It will help to increase interest in the "Agassiz Memorial Fund" if the biography of the "Boy Agassiz" is brought to the attention of pupils, and it furnishes a text withal for encouraging the careful use of the observing faculties. Two chapters more are to come.

FOURTH NORMAL SCHOOL.—The contract for building the Normal School at River Falls, has been let to Augustus E. Henry and A. P. Henry, of Sheboygan Falls, for $51,307. The building is to be of brick, and completed by the 1st of August, 1875.

PRESIDENT BASCOM arrived at the opening of the term and boards at present with Prof. Sterling and will not bring his family west till next summer. We think we express the sentiments of every student of the University when we say that he fulfills our highest anticipations. His plain, unostentatious manner, his thorough scholarship, his energy and decision of character and his marked ability in the class-room, show him unmistakably to be the right man for the place and one who will command the respect and esteem of both students and faculty.—*Univ. Press.*

BOOK NOTICES, ETC.

IN the May issue of the *Atlantic Monthly* we find a new department, besides the usual ones of Literature, Art, and Music, devoted to Education. This addition to the already admirable characteristics of the *Atlantic* will be warmly received by a large proportion of its readers, and will tend to still further increase the number of its friends. The subjects discussed in the May number are "Fellowships in English and American Colleges," "The Upper Schools in their Relation to the Colleges," and "The Prussian Common-School System compared with the American." The latter interesting and valuable article we shall reprint in the June number of the JOURNAL.

The publishers of the *Atlantic* justly say that the subject of Education "occupies the attention of a large class of the most thoughtful minds in America, and it seems every way fit that a magazine which aims at presenting the best thought in the country should devote a portion of its space regularly to the various questions that are under discussion." They add, "The work in this department will not be so much in the record of events as in the examination of problems which are exercising the minds of teachers of various ranks. It is intended that matters concerning all grades of schools, from the common school to the university, shall pass under review, and it is hoped that the discussion will be free from local prejudice or partisan bias. Every effort will be made to render the department of real service to those who are engaged in educational work. Besides the discussion of principles, room will be found for the examination of text-books."

MANUAL OF THE CONSTITUTION OF THE UNITED STATES. By T. W. Andrews, Prest. Marietta College, O. Wilson, Hinkle & Co., New York and Cincinnati.

This seems to us the most interesting book on the Constitution yet published. The author has carefully investigated the history of our government, and the results are given in a form partly narrative and partly expository, which renders the work a valuable addition to the text-books we already have on the Constitution, and a very suitable one to be used in connection with the study of U. S. History.

MODEL DIALOGUES; compiled by Wm. A. Clark, Edr. Schoolday Magazine. J. W. Daughday & Co., Pubs., Phila.

We are decidedly in favor of a judicious measure of declamation, dialogue, etc., in school. It gives interest, and does good in various ways. This collection of dialouges is admirable, as might be expected from the taste and experience of the editor, and suitable not only for the school-room and school exhibitions, but for social gatherings, home amusement, etc. The pieces are the careful production of experienced and cultured writers, and are generally pictures of the cheerful and humorous side of life, rather than the melancholy of sentimental, while in a number of instances, a bit of ridicule has been so cleverly put, that it will enable certain classes of folks to see themselves as others see them, more effectually than by any other means.

INTERNATIONAL REVIEW for May.—The contents are: "First Impressions of Rome," by Edward A. Freeman, M. A., LL. D., author of History of the Norman Conquest and Lectures on Comparative History, of London, England; "Indian Citizenship," by General F. A. Walker, U. S. Indian Commissioner; "Art at our National Capitol," by the Editor, we presume; "The Society of Jesus," by E. de

Pressense, D.D., Member National Assembly, Versailles, France; "Monopolies," by the Hon. C. C. Nott, Judge of Court of Claims, Washington; and "John Stuart Mill," by Noah Porter, D.D., LL.D., President of Yale College, with the usual notices of books. The articles are all very interesting.

SCRIBNER'S for May continues Jules Verne's new story, "The Mysterious Island." With this number a new volume is begun. Edward King has another "Great South" chapter, profusely illustrated, this month dealing with the mountains of Tennessee, Georgia and South Carolina. "Adina," an interesting story by Henry James, Jr., is begun; Mrs. Spofford has a touching story, entitled, "At Last;" and there is a graphic sketch by R. H. D. of "The Doctor's Wife." Mr. Richardson's illustrated paper on "The New Homes of New York," tells about the "flat" system of living. Mr. Stedman discusses "Tennyson" with his usual skill. Mr. Ruffner, Superintendent of Public Instruction of the State of Virginia, gives his opinion on "The Co-Education of the White and Colored Races;" and Mr. Schumacher describes the lately discovered "Silver Desert" of South America. Mr. Taylor's "District School," the opening poem, is charmingly illustrated by Sol. Eytinge. Dr. Holland, in Topics of the Time, writes about "Star Lecturing," "The Great Temperance Movement" and "Political Morality." The Etchings this month are enlarged four pages.

LIPPINCOTT'S MAGAZINE.—The May number maintains its usual freshness. "The New Hyperion," by Edward Strahan, illustrated, keeps on its way, each chapter seeming to possess a special interest of its own. "In a Caravan with Gerome the Painter," illustrated, recalls pleasant incidents of this artist. The "Bluebirds of Spring" is a charming poem, breathing the air of May. George MacDonald's serial story, "Malcolm," deepens in interest, and really captivates the reader. "A 'Meet' in the Campagna," describes certain odd customs of fashionable English and American visitors abroad. "Deshler & Deshler; or, My Life as a Book-Agent," part first, by Sarah Winter Kellogg, puts some very fresh life into a much-abused subject. "Burning and Burial," by Fannie R. Feudge, discusses a subject that is commanding a good deal of attention. "A Modern Cressida" is continued. Next comes "The British Civil Service," by Reginald Wynford, and a Visit to Pasta, the greatest of lyric actresses, is described by R. Davey. Then comes a lively paper on Flirts, and a Poem, by John Boyle O'Reilly; the usual variety of Monthly Gossip and Literary Criticism completing the number, and making it very attractive for cultivated readers.

"SCHOOL AND HOME," is the title of a Reading Paper, for children in Second and Third Readers, of which two numbers were issued last Fall. It is now under the management of Miss D. A. Lathrop, Principal of the Cincinnati Normal Schol. Many schools are using these, or similar Reading Papers, with great advantage, and the name of Miss Lathrop is a sufficient guarantee that the articles will be of the highest order, and fully adapted to meet just the wants of the pupils. The publishers will send copies for examination to any teacher who will apply for them and send two stamps for postage. The first five numbers are already issued, and others will follow in season to be used as "Examination Papers" for reading classes before the close of the year. The terms are, one hundred copies, ordered at one time, $1.50; one thousand copies, $12.50. Address Geo. E. Stevens & Co., publishers, 39 West Fourth Street, Cincinnati, Ohio.

SCHOOL FURNITURE.—We call attention to the advertisement of Prof. Roberts. His School Desks, we understand, give good satisfaction.

A. S. BARNES & Co. announce a Novelty in the way of *Slated* Books. See advertisement.

WISCONSIN

JOURNAL OF EDUCATION.

VOL. IV. JUNE, 1874. NO. VI.

EDUCATION IN NEW MEXICO.

Under this title Hon. W. G. Ritch, Secretary of the Territory, has made a recent report to the Commissioner of Education at Washington, Gen. Eaton. One would naturally consider New Mexico about the last portion of our territory in which to find educational progress, or, indeed, even any interest in education. But the tidal wave of civilization moves fast. Neither the chaotic and turbulent elements bequeathed to the territory by Mexico, nor the presence of hostile and nomadic Indian tribes, can resist its strong ongoings. Even there the schoolmaster is abroad, schools are multiplying, and civilization is crystalizing into the forms of other and older States.

Provision for a school fund was made by the Legislative Assembly of 1871-2. This fund consists of 25 per cent. of the entire tax on property, a poll-tax of $1.00 on every male citizen above the age of 21 years, and any "surplus of more than $500 in the treasury of any county after paying the current expenses of such county."

Statistics of the past year show 133 public and 26 private schools—an increase of 120 for 1873. Reading, writing and arithmetic are taught in all the schools, grammar in 41, geography in 34, and history in 17. Other higher branches are also taught in a few.

In Silver City, Grant Co., says the Report, "the ladies have formed an educational society, have raised a fund of $1,400, and express a determination to increase it to $2,500. They have also adopted plans for a brick school-house, 20x40 feet on the ground, and we doubt not they will carry their enterprise to completion. God bless the ladies! A subscription is also out in Lincoln for the same noble purpose."

"Doubtless," continues the Report, "there are other enterprises of a similar character in other enterprising towns, of which mention has not been made. In very many districts the use of a school room is donated; in others rented for a moderate sum. In Dona Ana and Grant counties the supervisors of public schools donate their per diem allowed by law, to the school fund."

There are supposed to be in New Mexico nearly 23,000 children of school age, of whom, however, nearly 16,000 do not yet attend school, from want of opportunity.

We further learn from the Report that five of the private schools are convents, under the control and management of the "Sisters of Loretto," with an attendance of 546 pupils, 120 of whom are poor and receive free tuition. They have 21 teachers and an income of $12,000. There are three schools under the control of the "Christian Brothers" (Catholic), two of which have an attendance of 180 pupils, 10 teachers and an income of $5,450. There is also a Jesuit school at Albu-

querque. Two Presbyterian Mission schools are reported, with an attendance of 80 pupils and three teachers. Tuition generally free. There is also one Methodist Episcopal Mission school, with an attendance of 80 pupils, two teachers, and an income of $700.

These and other private schools teach both the common and higher English and Spanish branches, and it is believed will prove of great value in educating teachers. Some of them, the Secretary has reason to believe, are model schools.

PUEBLO INDIAN SCHOOLS.

Of these there are five, two of which are under the Presbyterian Board of Missions, but are managed in no spirit of sectarianism, are open to all who apply, and are exciting a growing interest. Twelve hundred dollars of the fund is contributed by the Presbyterian Board, and $2,800 by the General Government.

The Secretary wisely says that the manifest need for the public schools is a uniform system throughout the Territory—a central authority to establish some general plan, embodied in printed form, for the management of the schools.

Of the people, he writes that it is simple justice to say they are as a class kind, hospitable, industrious, tractable, and law abiding, and in point of morals and integrity will compare favorably with very many who have enjoyed much greater advantages. He says:

"It is well to bear in mind the entirely anomalous condition of the people and territory, when compared with any other state or territory in the Union, and that the power has not in all cases been vouchsafed to human wisdom to eradicate the abuses of years in a day. New Mexico, before its acquisition by the United States, had been utterly neglected for generations by the government of old Mexico in all things appertaining to its material prosperity and social advancement; and that the people were only cognizant of a superior power as indicated in the presence of exacting revenue officers, or the recruiting sergeants, incident to the chaotic and turbulent state of a government beset with revolutions and counter revolutions which, in effect, were of course most paralyzing to productive industries, exhausting to accumulated resources, and which made even existence itself problematic. In those times, self-preservation, the first law of nature, became the chief thought in the family circle, and the main business of life with each family. There was no time, opportunity or impulse for social or intellectual improvement, nor had there been for generations. Such in brief was the condition in which the government found the people at the time the territory became part of the Republic. They were and likewise continued to be for a long time beset on all sides by hostile and nomadic Indian tribes, embodiments of all the villainies incident to unregenerate man;—and, also, with not a few of the outlaws, hair brained and graceless set, ever present on the frontier of an advancing American civilization. Scarce had the Government, through the civil and military authorities, made an impression toward bringing order out of chaos, when followed the rebellion, threatening the integrity and life of the nation; during which event, be it said to the credit of the people of New Mexico, they remained true to the Flag and cheerfully contributed their quota of patriotic citizens towards the defence of her soil and the suppression of the rebellion. This event, of course, still further kept education and progress in abeyance.

"Under the protection which they have enjoyed from the government, more particularly for the past few years, and the freedom from oppression of the old government, and the resultant prosperity, they are coming to think of those matters calculated to better their condition in life, and not the least of these is Education."

A GIGANTIC RELIC.

In the year 1845 there was found, at Newburg, on the Hudson, the largest perfect skeleton of a mastodon which has yet been exhumed on this continent. The summer had been exceedingly hot and dry. Many small lacustrine deposits had been exposed by the drought, and the

farmers had industriously seized upon the opportunity to remove these rich beds of fertility to their tillage-lands and fields.

The drought at last laid bare one of these deposits in a bog on the farm of Mr. N. Brewster, a spot that had never been known to become dry before. Mr. Brewster at once summoned his men to remove the deposit, as rapidly as possible, to his fields and farm-yards. One day, toward evening, in the latter part of summer, these laborers struck a hard substance. Some said it was "a rock;" others, a "log;" others, jestingly, "a mammoth."

Early the next morning, Mr. Brewster went with his laborers to the field, and found the supposed rock or log to be an immense bone. The men began digging, full of eager curiosity, and exposed to view the massive skull and long white tusks of a mastodon. These tusks were of such immense size and length as to cause the most wonderful reports to go flying about the neighborhood, and to draw the good people of Newburg in crowds to the place. It was soon discovered that the perfect skeleton of a mastodon was embedded in the peat. Sheerpoles and tackles were obtained, and, amid excitement, cheering, and many cautions, the bones of the monster were raised from the bed where they had lain no one can tell how many thousand years.

Two days were occupied in these interesting labors. The relics drew to them an immense number of people from the surrounding country. Beneath the pelvic bones of this mastodon were found five or six bushels of broken twigs, which evidently had constituted the animal's last meal. He had undoubtedly been mired while attempting to cross this bog, and in this manner perished. These twigs were from one-quarter to three-eighths of an inch in diameter, and a little more than an inch in length. They were supposed to belong to the willow, linden, and maple trees.

This skeleton is the most remarkable object in the Warren Museum, Boston, and is the largest one of the *Mastodon giganteus* ever discovered on the continent. By its side, in way of contrast, is the frame of the elephant Pizarro, the largest ever brought to this country. The skeleton of the *Mastodon giganteus* will not fail to cause the visitor to start back in awe, and he will be hardly able to suppress that adjective of fools, "Impossible!" It is twelve feet high, and thirty-four feet in length, from the tips of the tusks to the extremity of its tail. Its trunk is seventeen feet in length. The animal must have weighed more than 20,000 pounds!

It is impossible to conjecture how many years ago this creature may have lived. What marvelous scenes must have passed before its eyes in its wanderings! What gigantic forests; what noble water-courses; what luxurious vegetation; what strange animals may have been its companions—species that passed away long before civilization brought its destructive weapons to the Western shores! Was man, too, its contemporary; if so, how humiliating to intellectual pride is the oblivion that consigns to conjecture and mystery so large a portion of the human race!—*Popular Science Monthly.*

EDUCATION AND HEREDITY.

The special aim of education is to transmit to the child the sum of those habits to which he is to conform the course of his life, and of those branches of knowledge which are indispensable for him in the pursuit of his calling; and it must begin by developing in the pupil the faculties which will enable him to make these habits and this knowledge his own. It teaches the child to speak, to move about, to look, to use his senses, to hear, to understand, to judge, to love. But now the influence of education, opposed as it is to that of heredity, is so great, that in most cases it is of itself alone capable of producing a moral and psychological likeness between children and parents. If heredity determined irresistibly and infallibly in the descendants the essential characters of their ancestors' personality, education would be superfluous. When once it is admitted that education, a long, watchful, laborious train-

ing, is indispensable in order to call forth and perfect in the child the development of aptitudes and mental qualities, we must conclude that heredity acts only a secondary part in the wonderful genesis of the moral individual. The argument is unassailable. That hereditary influences make their mark in predispositions, in fixed tendencies, it were unscientific to deny; but yet it would be inexact to pretend that they implicitly contain the future states of the psychical being, and determine its evolution.—*Popular Science Monthly.*

Balloon Expedition in Search of the Pole.

The failure of all North Pole expeditions to discover the secret of the Arctic regions has stimulated the Aeronautic Society of Paris to attempt an Arctic balloon voyage. Extravagant as the notion may appear, it is not more extravagant than Professor Wise's project of crossing the Atlantic in a balloon. One advantage of an aerial North Pole voyage is the temperature of the Arctic regions, which prevents the escape of gas from the balloon to such a degree that it is supposed to be quite feasible to construct a balloon which will last a three months' voyage. Another advantage is the absence of darkness in the Northern regions. If the balloon leaves in the summer time the sun will illumine the heavens during the whole trip. Then, again, the permanency in the direction of the winds around the region of the North Pole would be another point in favor of a trip to the North Pole over that across the Atlantic. The size of that proposed balloon is fixed at about 18,000 cubic meters. It is calculated to carry ten men, three months' provisions, apart from the ballast, a number of instruments, an anchor and a dragging rope, which will touch the ground should the balloon sink too near the earth. An ingenious arrangement has also been made to prevent the balloon from rising higher than 800 meters, or about 2,500 feet. The boat of the balloon is to be lined with sheep skins and heated with lamps, so that even if the temperature should fall to 32 degrees below zero on the outside, it will be 5 degrees above zero inside. A vessel is to carry the men, the balloon and the ingredients for the manufacture of the necessary amount of gas, to about the 86th degree of latitude. This will leave a trip of about 300 miles to the North Pole for the balloon to accomplish; and the voyage there and back could be made in twenty days. Everything, however, is to be prepared for a full three month's trip. The enterprise is exciting unusual interest among the scientific men of Europe, and is, indeed, one of the most wonderful schemes ever conceived by the human mind.

THE BOY AGASSIZ.

CHAPTER II.—HIS VACATIONS.

So far we have seen how the young Louis spent his time before he began to go to school. He watched the birds, made friends with the butterflies, and went fishing. Certainly, he must have had a very fine time. His life was one long excursion in the woods and by the lakes. He spent the whole time out-of-doors and in watching what was going on in the air, on the ground, or under the waters. Perhaps you think he must have been an idle boy. Not at all. He worked hard, and tramped many a mile merely to find and examine something new in the way of bugs, birds, or fishes. It was a play-day time, but he did not play after the fashion of boys generally, for he was exceedingly busy learning how each bird built her nest, and where certain flowers grew, what insects lived in the trees, and which fish hid in the deep pools, or swam through the shallows where the reeds grew out of the water and the kingfisher sat motionless on the willow tree.

When he was sent to school at Bienne it did not seem any very great hardship. Had he not been studying all his life? Not out of books, to be sure, but out of a great and splendid picture book as big as the whole world. He had read but one page, and that page only included the country round his home on the Lake of Neuchatel; still, it was better than any story book, because it was all real and true.

Bienne is a pleasant town at the northern end of the Lake of Bienne and at the foot of the Jura Mountains. This lake is smaller than the Lake of Neuchatel, and is only a few miles to the north of it, so that when Louis went to this place to school he did not move very far away from his old home in Mottier. What he did at the school is more than we know. We can be sure he was not idle, for at the end of the four years that he spent there he was counted one of of the best scholars in the whole school.

How could that be? A boy who likes to fish so much seldom makes a good scholar. Yes; but you must see that with all his love for fishing, boating, and roaming through the woods, he was a student. If he had spent days in drifting about in his boat it was because he was studying the fishes and teaching himself to observe and to understand quickly what things meant when he saw them happen. In learning the names of all the birds he had taught himself to remember things, and in catching butterflies he taught his eyes and his fingers how to work quickly and surely. Of course, such a boy took to books easily and got on twice as fast as a stupid boy who had never noticed the difference between the nest of a barn-swallow and a robin redbreast.

The school at Bienne had vacations just as our schools do here, and Louis made the most of them. His father had moved away from Mottier, and had taken a house at a place called Orbe at the other end of the Lake of Neuchatel. Here Louis went to spend his vacations. It was away from the lake and up a narrow valley between the mountains. The Jura Mountains crowd close up to the narrow river that flows through the place, and the town is shut in on every side by steep hills and rocky cliffs.

He was as ready as ever to explore the country round about, and every day was spent in watching the birds and insects, and examining the flowers. As he grew older he found that the birds and plants could not always tell him all he wished to know about themselves, and he began to study the books that had been printed about such things. His vacations were for rest and play, and instead of that he took up Natural History in all its branches, and worked away harder than ever at finding out everything he could about birds, plants, and fishes.

Fortunately, there was a young clergyman in Orbe who liked such studies, and Louis made arrangements to study with this Rev. Mr. Fivaz. With Mr. Fivaz for a master, Louis took up Botany, and day after day they roamed through the fields and over the hills, examining every plant that came in their way, learning its name, comparing it with other plants, picking it to pieces to see how it was made, and finding out all there was to be known about it. When it rained and the walking was bad, Louis went to Mr. Fivaz's house and together they went through the books on such matters, studying hard from morning till night.

And all this was in vacation time, when Louis was free to play with the other boys in the streets of Orbe, or to do nothing at all if he felt so inclined. He certainly was not so inclined, and during the four years he was at school at Bienne, he spent every day of his vacations in hard study with his friend and tutor Mr. Fivaz. Not plants alone, for Louis was so much interested that he learned very quickly, and he was soon ready to take up other natural sciences. Geography proved to be wonderfully easy. Had he not seen islands and capes, continents, peninsulas, and all the other divisions of land and water in miniature, all about the lakes? and as for mountains and hills, had he not seen them all his life?

Not far away from Orbe stands a fine mountain, almost as high as Mount Washington in New Hampshire, and known as the Dent de Vanlion. No wonder they called it the "Tooth of Vanlion." It was like a sharp tusk, pointed and hard, and almost as steep as the wall of a house. Were it not that there was a grassy slope on one side, the venturesome Louis could not have climbed to the very top, and sat down on the bare, windy summit.

The great picture-book of the world lay

wide open before him, and it seemed as if he could read a dozen great pages at once. At his feet and far below him ran the winding Valley of the Orbe, with the crooked river looking like a linen thread spread over the green carpet of the grassy meadows. Behind him stood the stony peaks of the Jura stretching, mountain beyond mountain, far away into France.

To the southwest, up the Valley of the Joux, he could see the little mountain lake of the Joux, and towards the southeast he could see the blue waters of the Lake of Geneva. Far away to the east was a more wonderful sight than all,—the Alps, the snow mountains. He never tired of looking at them, and learned to call them by name, from the beautiful Jungfrau to the north, far round to the glorious Mount Blanc, noblest mountain of them all. How the snow-fields glistened in the sun! He could trace the great ice rivers—the glaciers—as they wound down the rocky valleys. He saw the clouds drift over the sharp peaks and almost fancied he could see the tiny puffs of white smoke that showed where the avalanches rushed in thundering crash into the echoing valleys. He could not really see them, for he was too far away; but he made up his mind he would see them some day, and that when he was a man he would cross the great ice-rivers and see the real glaciers, with their mountains of blue ice and strange heaps of rolling stones.

Sometimes he stayed on the Dent de Vanlion till the sun went down, and then he saw the snow mountains turn to fire in the setting sun. First, the white snow began to blush and look warm; then the rocks became ruddy; in a few moments the white Jungfrau was like a cherry, and Mont Blanc became as a rose whose heart was on fire. How the mountains blushed and glowed and bloomed into splendid color! This was the alpen glow,—the evening dress-parade of the snow peaks. Then the color faded as the sun went down, and the mountains stood out blue and cold against the purple sky, where the yellow moon rose above the sharp peaks in such splendor.

Truly, the world was a great and notable picture-book, and when he became a man he meant to study it and learn to read every one of its rocky pages.

SEX IN EDUCATION.

[The Reviewer below pushes Dr. Clarke's view further than he would himself it may be presumed.—*Edr.*]

"Dr. E. Clarke, Professor of Materia Medica at Harvard, the American Cambridge, has published an able, quiet little book, founded on an unusually great experience of this subject, which is, we believe, circulating very rapidly among the class for whom it is intended, the managers of national schools, both in America and England. Much of it needs to be discussed rather in a medical journal than in one like the *Spectator*, as being too strictly professional for everybody's reading, but the results at which the doctor arrives may be stated anywhere. His argument is, in part, no doubt based on special American experience, but most of it is universal, and will well deserve the attention of the more fervid advocates of what is called the Women's Rights Movement. Dr. Clarke does not deny in any way the equality of the male and female brain, indeed, he asserts it with rather more energy than Europeans will be willing to allow. He denies, as we understand him, that there is any difference of mental capacity at all between the sexes,—holds that girls might, as far as success is concerned, be educated not only as well as boys, but in precisely the same things. A girl can study, say Euclid, as hard as a boy, and possibly with more success. Only if she studies it in the same way and at the same time, if she really works as her comrade works, from fifteen to eighteen, steadily and persistently, she will pay for her success a tremendous physiological price. She will, if she does not lose her health, as she will do in most cases about two years after her education has terminated, lose her right of maternity, or—and this is the more important point—will produce a breed of children all nerves and troubles, who will never, from want of physical stamina,

take their proper place in life. Already it is painful to doctors from New England to travel in Nova Scotia, and watch the bright, healthy, cherry-cheeked little animals, who may not have half the precocious intelligence of the New Englander, but who will be as strong as if they had lived in England all their lives, and who, we may add, like other barbarous races, may one day teach their superiors that the world is not governed by brains, but by physical power. *Punch's* amusing sketch of the strong lout of ten who tells his clever schoolfellow, "I can't talk French, but I can punch your head," has a substratum of bitter truth underneath the jest. It is not the kind of study, according to Dr. Clarke, which women have to fear, but the method and the time of study. Boys can persistently study on from twelve to twenty-one for six hours a day, and if they have good diet and plenty of exercise will not physically suffer; but girls should stop heavy intellectual work from fifteen to eighteen, and either cease to work altogether, or woak half-time, or, setting aside a rather absurd and thorougly injurious conventionality, work only when they know themselves to be in full health for working. If they do not, they themselves will not have the full intellectual benefit of their labor, will pay heavily in health, and will rear a sickly race, who will be all nerves, fretfulness, and irritability, and, as a normal rule tending towards stupidity.

"That is the normal rule, stated by Dr. Clarke, of course more plainly; and though we suspect he is speaking of an abnormal race mainly, the New Englander, who is injured by climate and by a peculiar diet at least as much as by any system of education, still every one devoted to education will read his book with profit, and, we think, more or less conviction. It is with his results, however, that we have to deal; and these, if accepted, would revolutionize almost every modern attempt to equal education,—would, for example, abolish mixed classes altogether, as no school could have two sets of working hours; would knock the Cambridge examinations on the head, as enforcing severe labor just at the wrong time of life; and would substitute for all our present arrangements for educating girls by hard work up to fifteen, a mild, fitful, and semi voluntary education up to nineteen, after which thorough education may begin again, to be continued as long as circumstances will allow. It follows that women's education must be totally separate from men's, that no competition between the sexes can be allowed, and that in the majority of cases no thorough education can be given to women at all. If they cannot study until they are married they will not study till they are forty, at which time the disposition both of men and women towards study has greatly diminished. Of course, a class, and a large class, of women will study all the same, as, for instance, teachers; but after all, one main end of education is to produce a continuing and therefore accumulative civilization, an hereditary disposition towards culture, and any system which is successful only with spinsters, even if they take to teaching, is in great part sterile. It does good to one generation, but not to all generations, and is comparatively useless. That will be denied, we know, in a shoal of letters; but anybody who marks the difference between the lower class in Scotland, where education has lasted two hundred years, and the lower class in Essex, where men of the same race have been educated for only one generation, will know that it is true.

"And this brings us to the only remedy which those who believe Dr. Clarke, and at the same time believe in female education, will be likely to accept, or even consider. His remedy, the separate education of each girl according very much to her own will, would not work, and would be wholly fatal to collegiate life of any kind. But has it ever been fairly proved that Mr. Chadwick's theory—once so widely discussed, and in our experience so true, that half-time teaching was, for boys, so much more valuable than whole-time teaching—is, if applied a little later in life, wholly groundless? Is it not possible for both sexes, but more especially

for girls, to make the quality of teaching more valuable than the quantity, or even than the energy, of teaching? We believe it is. We know that it answers in the best schools for young lads, and we can see no reason whatever why it should not answer in good schools for young women. Half-time is more expensive, more troublesome, and, with very lazy people, less satisfactory, but with the only classes who really benefit by protracted education it might be productive of the best result. Nothing whatever is gained by driving a clever lad six hours a day till he is made stupid by the pressure, and with girls the system is not only negatively useless, but very often positively injurious. If girls are to be thoroughly educated—and this is one of the women's rights to which we cordially adhere—a little common-sense must be displayed in the method of education; and that common-sense is likely, after a little while, and under an eager competition, to be as wanting in England as in America, where, by the testimony of so many tutors and so many physiologists, a distinct lack of sense on the part of trustees and doctors is visibly affecting one of the picked races of mankind, the true Yankee, who has governed and taught till now, but is giving place to his fuller-blooded, but indefinitely inferior Western brother. One Adams is worth, for governing purposes, shall we say five tons or five hundred tons of Andrew Johnsons?—but it is not an Adams which female education, if so hotly pressed in girlhood, is likely to produce, but an etiolated, rickety man, with no digestion, feeble nerves, and a tendency to morbid activity, rather than to genuine power of brain."—*London Spectator.*

STATE BOOK-CLUBS.

It is always an advantage, when one has a theory to maintain, to have some real and actual field for displaying its practical application; and if there is no such field, then by all means invent one. A new Atlantis must answer if the old one is unserviceable; Utopia must be discovered if there really is no Topia. Carlyle has called America the paradise of political economists, because there they could make their doctrines take legislative shape in the most good-natured manner imaginable; and makers of paper republics find South America a virgin field. We wish to exercise a similar right in applying our theory of town libraries, and by right of eminent domain seize upon Rhode Island for that purpose and annex it to *Every Saturday.* We choose Rhode Island for very simple reasons: its people are intelligent, and the State is of a handy size. We suspect, and honestly tell the reader so at the outset, that our theory would break down if applied suddenly to a more extended piece of ground, and then the latest Report of the Board of Education and Commissioner of Public Schools is at hand with convenient statistics. We stop a bit at this point to notice the peculiar character of this forked-radish little commonwealth. The State of Rhode Island and Providence Plantations, it calls itself; it has its two capitals, and so by some analogous law we presume it has its double-headed Report of the Board of Education and the Commissioner of Public Schools.

A more important reason for our selection of Rhode Island is in our entire ignorance of what the several towns have done in the way of the establishment of public libraries. Very likely, if we knew, we should have to annex some other State, and we know of no one so handy to our office, and so portable. The scheme, then, which we propose, as soon as we have received our commission as dictator, is the establishment of a system of lending libraries in connection with the public-school system.

The statutes of Rhode Island provide that the sum of ninety thousand dollars annually shall be paid out of the public funds for the support of public schools, apportioned amongst the various towns according to the number of children and of school districts, but that no town shall receive its proportion until it has provided an equal sum by taxing its inhabitants. It will be necessary, in order to carry out a system of public libraries, to make an

appropriation, based upon the same census, of say twenty thousand dollars annually; to be appropriated, however, in those towns only which maintain a high school, and with similar provision that such towns shall raise an equal amount before receiving the State appropriation. The money given by the town may be for books, but it must be first for the additional payment of some person, presumably the high-school master, who shall act as librarian, and for the proper shelter and care of the books. The town, when it has made these provisions, may proceed also to buy books with the money raised which remains unexpended, and these purchases and all expenditure of money must be by the librarian under the direction of a committee of three citizens, elected at the town meeting, without distinction of sex.

The towns which have complied with the conditions imposed by the State are now ready to receive the State aid; they have fitted a room in each high-school building for the reception and delivery of books, and have provided for the proper care and superintendence; they have in some cases found money still remaining in their hands which they have ready for the purchase of books. The State now prepares to do its promised share. The twenty thousand dollars which has been voted is not subject, in specified sums, to the order of the treasurers of the several towns that have complied with the conditions, but is expended in the purchase of a selected list of books, made by a special officer appointed for this purpose, under the advice of a small commission selected by the governor or dictator from the most worthy citizens of the State. These books are put into one uniform binding of sheep, stamped with the State seal, and contain the proper labels on the inside of the cover, showing to what town library they are sent and how long they are to remain. For here comes in the peculiar feature of our scheme. The State does not propose to give books to a town to form the nucleus of a growing library, but to lend from its own stock of books a certain number equivalent in value to the appropriation due, those books to remain say for one year, and then to be returned to the central library, whence they will be sent out to other towns, and their places filled with other books.

By this method the State, selecting by the aid of its wisest counsellors books of permanent value, distributes them among its towns for the free use of the people, and every year provides a new collection, so that the same books may be lent in succession to the several towns until they are quite used up. The towns meanwhile may have their more permanent libraries, and may indeed, where certain books have proved very popular and desirable, obtain those very books of the State when the time of their loan has expired, or replace the copies with fresher ones. It is a misfortune in all our prevailing systems that permanence is sought, and not elasticity and variety, in the establishment of free town libraries. The central office, by its records and by its communication with the several town libraries, could select the books every year with greater care, and could stimulate by its wise choice the taste for good reading.—*Every Saturday.*

The Prussian Common-School System compared with the American.

A small pamphlet in German, now before us, affords fresh and authentic information, of the most interesting and valuable description, about Prussian common school education as it exists at the present time. It comprises the revised and improved programme of studies prescribed by the government, together with the detailed requirements for the normal training and the examination of teachers. What makes this little *brochure* extremely noteworthy is the fact *that it is the last word on the subject, from the most competent pedagogists or schoolmen in the world.* It is evidently a complete whole, a harmonious *system*, where each perfect detail is blended in the general excellence. It contains a clear and precise statement of the aims and requirements in respect to each subject of instruction. The time to be devoted to each branch is also prescribed.

The following studies are obligatory for all children: religion, the mother-tongue including writing and grammar, arithmetic, practical elementary geometry, *realien* (comprising geography, history, the elements of natural history, and the rudiments of physics), drawing, singing, gymnastics, and, for girls, needlework. To each of the last four branches the pupils of the upper classes are required to give two hours weekly. In giving the gymnastic exercises, the teachers must follow the course laid down in the official manual prepared for the purpose.

To the average American teacher, the above schedule of studies will probably appear rather formidable; and most likely it will not be apparent to him how *time* is to be found to teach them all to any purpose, in the period allotted for the course of instruction in the common school. But the Prussian teachers, it is said, do find time for this, without subjecting their pupils to the "cramming" process, or to what we call "high pressure." Nor is it very difficult to discover how the Prussian teachers are enabled to do what seems to most American teachers impracticable. This programme throws much light on the subject. In the first place, it distinctly indicates what is to be accomplished, and puts just and reasonable limitations upon the requirements. And so the Prussian teacher does not fritter away the time of his pupils in attempting to teach them a great mass of useless details which book makers have seen fit to print in text-books. But this is just what most American teachers are doing to an immense extent, greatly to the profit of book makers and book publishers, and at the same time to the great detriment of their pupils. And how can they be expected to do otherwise? No such a teacher's guide as this before us has been furnished by any American State. In the Massachusetts school-law the subjects to be taught are named, and nothing more. It is so in all the States, or in nearly all. The consequence is, the teachers are very generally left by the local authorities to teach what there is in the prescribed text-books. There are exceptions to this state of things, we are aware, in many of the city schools where there is an efficient superintendence exercised by the school boards and their experienced officers. In New York, Boston, Chicago, St. Louis, Cincinnati, and some other cities, programmes have been adopted which are intended to secure a rational and economical handling of the subjects to be taught, But nowhere is this intention satisfactorily realized. And speaking generally, it is substantially correct to say that the American teacher has for his guide, instead of a carefully prepared, rational programme, a list of prescribed text-books, too numerous and too voluminous by half, the contents of which he is expected to teach his pupils as best he can. He knows very well from experience, that whatever else his pupils may be expected to know, they must not fail to answer any questions on the text of the prescribed books, so far as they have been studied. Hence of necessity his chief business must consist in giving out lessons and in hearing recitations. In fact, the characteristic of American teaching, in all its grades, is that it consists mainly of the hearing of recitations from text-books. The Prussian method is totally different. The Prussian teacher *teaches his pupils and works with them.* The text-book is used only for reference, and as an aid to the pupils in preparing reviews. In this way the Prussian teacher makes very short work of geography, on which our American teachers feel compelled to waste a great amount of time, and so must crowd out drawing or singing.

But this pamphlet not only indicates the right way of handling the subjects of instruction; it shows also how the teachers are prepared for this sort of work. A perfect programme is a most useful instrument in skilled hands, but it is only so much waste paper in unskilled hands. The Prussian ministry of instruction is by no means content simply to put forth a well-contrived course of study, and then tell the local authorities to carry it out. It prescribes, at the same time, the course of culture and technical training for the teachers, to enable them to handle

the programme according to its letter and spirit. And what is more to the point, it provides in abundance the institutions in which this culture is imparted. Prussia was the first country in the world to set the example of establishing normal schools, the earliest of these institutions dating back as far as 1701. In 1819 it was decreed that ten should be established, one in each province. Now there are *eighty-eight*. In the whole German Empire there are one hundred and forty-three. And the course of training in these professional schools varies from three to six years.

If this pamphlet which we have taken as our topic could be translated and printed, and distributed largely throughout America, it could not fail to render an important service to the cause of popular education.—*Atlantic Monthly, Ed. Dept.*

What we Owe to Louis Agassiz, as a Teacher.

BY GEORGE B. EMERSON.

[Address before the Boston Society of Natural History, Jan. 7, 1874.]

A little more than twenty-seven years ago, as I was sitting in my study, a message came to me that two gentlemen desired to see me. They were immediately admitted, and Dr. Gould introduced me to Louis Agassiz. His noble presence, the genial expression of his face, his beaming eye and earnest, natural voice, at once gained me, and I responded cordially to his introduction. He said, "I have come to see you, because Dr. Gould tells me that you know the trees of Massachusetts; I wish to be made acquainted with the Carya. I have found the leaves and fruit of several species in the Jura Mountains, where they were deposited when those mountains were formed; but, since that time, none have been found living in Europe. I want to know them as they are now growing."

I told him that I knew all the species found in New England, and should be glad to show them to him. "But I have," I said, "presently to begin my morning's work. If you will let me call on you immediately after dinner, I shall be glad to take you to them."

At the time fixed, I called on him at his lodgings and took him, in my chaise, first to Parker's Hill, where one species of hickory grew, then through Brookline, Brighton and Cambridge, where two others were found, and to Chelsea, where a fourth, and one that might be a variety, were growing. I pointed out the characteristics of each species in growth, branching, bark, fruit and leaves, and especially in the buds. He listened with the most captivating attention, and expressed surprise at my dwelling upon the peculiarities of the buds. "I have never known the buds to be spoken of as characteristic," said he; "that is new to me." He admitted the distinct peculiarities of structure in the buds; and, I have no doubt, remembered every word I said, for, a few months afterwards, I saw, in a newspaper, that Mr. Agassiz would give a lecture, in Roxbury, on the buds of trees.

We drove on to Chelsea Beach, which stretches off several miles,—apparently without end,—and, as the tide was very low, was then at least a quarter of a mile wide. He was charmed with everything, expressing his pleasure with all the earnestness of a happy child, hardly able to restrain himself in his admiration and delight. He told me that he had never before been on a sea-beach, but that he was familiar with the undulations and wave marks on the old beaches laid open in the Jura Mountains.

I need not say what a pleasant drive this was. I had long felt great interest in various departments of Natural History, but had been so fully occupied with my own duties, as a teacher, that I had been able to indulge myself fully, and that for a small part of the year, in one only Here was a companion who was intimately acquainted with all, and with the most distinguished men who had been advancing them, and who was ready and happy to communicate wealth of information upon every point I could ask about.

Some days after, I invited all the members of this Society to meet Mr. Agassiz at my house. Every one came that could

come. They conversed very freely on several subjects, and Agassiz showed the fulness of his knowledge, and his remarkable powers of instant observation. All seemed to feel what a precious accession American science was to receive.

Not long afterwards, Mr. Agassiz accepted an invitation to spend Christmas with us. We took some pains, ourselves and our children, among whom were then two bright boys, full of fun and frolic, one in college, and one nearly prepared to enter. He was easily entertained, entering heartily, joyously and hilariously, into everything, games and all, as if he were still as young as the youngest, but full of feeling, and moved, even to tears, by some poor lines to him and his native land.

My friends, I have thus shown you how intimate I became, for a few weeks, with Agassiz, whom I found the wisest, the most thoroughly well-informed and communicative, the most warm-hearted and the most modest man of science, with whom, personally, or by his work, I had ever become acquainted. I did not keep up that intimate acquaintance, both because I was too busy in my own work, and because I did not deem myself worthy to occupy so much of his time, consecrated, as it was, to science and the good of mankind. The strong impression he made on me, was made on almost all who ever listened to, or even met, him. It is not surprising then, that

The news of the death of Agassiz caused a throb of anguish in millions of hearts. Such a death is a loss to mankind. What death among kings or princes in the Old World, or among the aspirants for power, or the possessors of wealth, in the New, could produce such deep-felt regret?

He is gone. We shall see his benignant face and hear his winning voice no more; but we have before us his example, and his works. Let us dwell, for a few moments, on some features in his life and character, as an inspiration and a guide, especially to those who mean to devote their leisure, or their life, to Natural History, or to the great work of teaching! What a change has taken place, in the whole civilized world, and especially in this country, in men's estimation of the value and interest of these pursuits, since he began his studies. To whom is that change more due than to Agassiz?

He was endowed by nature with extraordinary gifts. His fascinating eye, his genial smile, his kindliness and ready sympathy, his generous earnestness, his simplicity and absence of pretension, his transparent sincerity;—these account for his natural eloquence and persuasiveness of speech, his influence as a man, and his attraction and power as a teacher. For the development and perfecting of many of his highest and most estimable qualities of mind and character, Mr. Agassiz was doubtless indebted to his noble mother, who, judging from every thing we can learn, was a very rare and remarkable woman. To the quiet, homely, household duties, for which the Swiss women are distinguished, she added, unconsciously, very uncommon mental endowments, which she wisely cultivated by extensive reading of the best authors, and by conversation with the most intelligent persons.

Trained by such a mother, Agassiz grew up in the belief of a Creator, an infinite and all-wise Intelligence, Author and Governor of all things. He was sincerely and humbly religious. During his whole life, while exploring every secret of animal structure, he saw such wonderful consistency in every part, that he never for a moment doubted that all were parts of one vast plan, the work of one infinite, all-comprehending Thinker. He saw no place for accident, none for blind, unthinking, brute or vegetable selection. Though he was a man of the rarest intellect, he was never ashamed to look upwards and recognize an infinitely higher and more comprehensive Intellect above him.

In his earliest years and through childhood, he was surrounded by animals,—fishes, birds and other creatures,—which he delighted to study, and with whose habits and forms he thus became perfectly familiar. His education, in all respects,

was very generous and thorough. He spent his early years in some of the most distinguished schools and colleges in Germany; and he had the good fortune to be made early a student of the two great languages of ancient times. He became familiar, by reading them in their native Greek, with the high thought and reasoned truth and graceful style of Plato, and the accurate observations and descriptions of Aristotle, the nicest observer of ancient times, and justly considered the father of natural history. Probably no work has been more suggestive to him than Aristotle's History of Animals; and probably his own breadth of conception and largeness of thought, upon the highest subjects, were due, in no inconsiderable degree, to his early familiarity with Plato. He also read some of the best Latin authors, and wrote the language with great ease.

No one who, early, has the time and opportunity, and who desires to become a thorough naturalist, or a thinker on any subject, should neglect the study of these two languages. From them we borrow nearly all the peculiar terms of natural science, and find the originals of almost all the words which we use in speaking on ethical, metaphysical, æsthetical and political subjects, and no one can be sure that he perfectly understands any of these words unless he knows them in their original language.

I dwell upon this subject, because I believe that the early study of language, especially of the ancient languages, is far too much undervalued. We use language, not only in our communication with others, but in our own thoughts. On all subjects of science, or whatever requires accurate thought, we think in words, and we cannot think, even within ourselves, upon any subject, without knowing the words to express our thoughts. He who is most fully and familiarly acquainted with the richest language and the thoughts that have been expressed by it, has the power of becoming not only a good thinker but an eloquent speaker. No greater mistake can be made, in the early education of the future naturalist, than the neglect to give him a full and familiar acquaintance with the words by which thought can be carried on or communicated.*

Agassiz's mother-tongue was French, but both this and German were in common use in the Pays de Vaud. He lived, for years afterwards, in several parts of Germany, and thus attained, without special study, the rich language which we Americans have to give so much time to acquire; and he lived, long, a studious and laborious life in Paris, where he became intimately acquainted with Cuvier and other distinguished naturalists, and perfectly familiar with the French language in its best form. More than once, when he was putting his note-book into his pocket, he told me he knew not whether he had made his notes in German or in French.

Agassiz's universality of study and thought suggest a precious lesson. It is never safe to give one's self entirely to one study or to one course of thought. The full powers of the mind cannot so be developed. Nature is infinite; and a small part of one kingdom cannot be understood, however carefully studied, without some knowledge of the rest.

Neither must a man allow himself to be a mere naturalist. Every man ought to seek to form for himself, for his own happiness and enjoyment, the highest character for intelligence, and for just and generous feeling, of which he is capable. He is not a mere student of a department of nature. He is a man; he must make himself a wise, generous and well-informed man, able to sympathize with all that is most beautiful in nature

* It is a matter of the greatest satisfaction that the only true mode of learning language, the natural one, by word of mouth from living teachers, is becoming common; the language itself first, and afterwards the philosophy of it—the rules. It is most desirable that this mode of learning the ancient languages should be introduced, to learn first the language, to read and understand it, and afterwards the rules. Indeed I would not recommend the study even of Greek, if most or much of the time given to it had to be thrown away upon the grammar. The true mode, Agassiz' mode, of teaching on all subjects, is becoming more and more common.

and art, and best in society. It would be a poor, dull world, if all men of talent were to educate themselves to be mere artisans, mere politicians, or mere naturalists.

[TO BE CONCLUDED NEXT MONTH.]

THE WORD METHOD.

BY J. H. GATES, MENOMONIE.

There is a sad doubt, on the part of many of our best educators, as to the results attending the "Word Method." Some maintain, that a child must memorize the twenty-six unmeaning characters of the English alphabet before he can begin to learn to read. To accomplish this, from three to twelve months are required; but says one, "I once taught school and had *two* pupils, who learned the alphabet in three weeks." In reply to the above assertion, I would say, your pupils were very apt, and had they received the benefit of the word method, other things being equal, they would have made still greater proficiency. Others, wishing to be liberal, admit that a child may learn to read without knowing the letters, but insist he must necessarily be a poor speller. He will not, it is true, spell parrot-like, as well as one compelled to memorize the letters and words just as they appear in the column; but, as can be proved, his orthography will be much better.

We claim that the word method is superior to all other modes of teaching, because it is the natural way. It is a well known fact that a child in its early lispings is heard to speak, "Pa," "Ma," and names of other familiar objects; in every instance, however, he first becomes acquainted with the things themselves, afterwards their names. After adding to his vocabulary of name words, a sufficient number, he feels the need of those of a different character, which are readily acquired as occasion demands.

When the child arrives at the age of two or three years, his papa buys for him a pictorial primer. In his delight he hastens to his mother to exhibit the treasure. He opens the book; his eye rests upon the picture of a huge animal possessed of a proboscis of tremendous dimensions, fan-like ears and two ivory tusks, His curiosity at once excited, he asks, "Ma, what is that?" "It is an elephant, my dear." "What *is* an elephant, ma?" Now, as best she can, the mother describes to little Johnnie the characteristic of that quadruped. Thus the child is taught to name the animal at sight. On entering school, he is pointed to the first letter of the alphabet and asked, "What is that?" (if so fortunate as never to have been taught the letters) he answers, "I don't know." The teacher says, "That is A." At once the questson arises in his mind, what is A? but alas in his mind only! Naturally timid, now trembling with fear, he dares not seek the desired information. The teacher proceeds to name the different letters requiring the child to repeat after him. In this unvarying manner for days, weeks, and months, the recitations continue.

Mrs. Jones can not imagine why Johnnie is so loth to go to school, dislikes his teacher and abhors the sight of books. The teacher, too, is surprised to see the child so dull, indolent and mischievous, tardy to-day, absent yesterday, and present but two half days last week. School days should ever be looked back upon as a beautiful oasis in child life, and if not, it is largely chargeable either to the teacher's want of tact, talent, or interest in the duties of his profession.

In learning to read by the old a, b, c method, after having memorized abstractly, the arbitrary signs of the alphabet, the child is taught to combine letters forming words which convey to his mind no idea whatever, such as: kex, sug, ted, pyx, &c. These words are found in one of the standard school-books designed for beginners. Not so with one taught by the word method; but in every instance he has first been led to clearly form in his mind some definite idea; then, and not till then, is the representative of that idea shown to him; as, example: A beautiful red apple is brought before the pupil, who examines, thinks, and talks about it. The teacher then shows to him, printed on the black-board and elsewhere, the

word apple. This makes a happy and lasting impression. He now sees new beauties in an apple; learns that it is calculated to please the eye as well as to gratify the taste. Full of these thoughts he sees, even in his play, the word apple as it appeared to him in school.

By this mode of teaching the perceptive faculties, which are first in order, are developed; thus the child forms a habit of careful and critical observation which follows him through life. His attention is arrested by every object, animate or inanimate, he meets. On the other hand one, who has never had his perceptive faculties cultivated in early life, may ride for hours in an open carrige without ever seeing a chipmonk, squirrel, or bird. In short see nothing. As a child who has been taught by the word method progresses he sees in his reading a new word. His first question is, What does it mean? Thus reading intelligently, books, instead of being to him an eye-sore, become a source of pleasure.

Having shown that the word method is superior to the old way, it is proper now to ask, What can be accomplished by it in a term of three months? Before attempting to answer the above interrogatory, it will be well to consider conditions, means and manner of presentation.

The number of pupils should not exceed sixty; the word method class should be composed of children about six years of age, who neither know a letter nor written word, the programme so arranged as to give them four daily recitations of ten minutes each, and the teacher possessed of ordinary ability. A convenient room, furnished with suitable seats, black board, maps, charts, pictures and a variety of other objects, such as pebbles, shells and seeds, is needed.

The words first developed should be combinations of letters which can be easily copied by the children; also dissimilar in form, as for example: boot, apple; not ax then ox; and especially the names of familiar objects. If possible, place the real things before the class. Talk about them—their use, where and how made or obtained. Encourage liberty and freedom of speech. Let the children form sentences in which the new word or words occur. Show them the word on charts or in some book. Write and print it on the black-board. Require the children to copy. At the close of each lesson, have them clearly understand what new word has been learned. Encourage them to tell their parents, every evening the number and names of the words learned during the day. Great care should be taken not to over burden the minds of the pupils. After about fifty words are learned, introduce written, oral and phonetic spelling. At this period they will intuitively name the letters as they occur in the words. Transpose, add, drop or change letters to form other words.

Study variety. A primary teacher should not be content to conduct his class in the same way more than two consecutive times. Children must and will have variety. Give them, aside from class exercises, plenty of work of a pleasing character, pure air and recreation; then will they favor us with regular attendance and good deportment.

Now in answer to the question, "What can be accomplished by the word method in a term of three months?" we will say that a child possessed of ordinary ability will know at sight, spell correctly and write, at least 150 words; also, will read well in the first reader, count and express numbers to 100, know the addition tables from 1 to 5 inclusive, draw plain figures, dictated by the teacher, and have considerable knowledge of local geography.

How John Made it Up.—He had failed somewhere—in study or deportment, I cannot remember which—and his teacher told him he must stay after school. When the other scholars were dismissed John seized a moment when the teacher's back was turned, and slid out of the door. She called after him to come back, but he pretended not to hear, and ran away. It was a cute trick he thought, and he bragged over it a little to the other boys; but he did not go to school the next day, nor the next. He did not feel like it, he said.

At last he made his appearance again, but instead of the punishment he expected, his teacher, who was giving out the subjects for essays that day, only told him to "write a composition about obedience." John took her meaning at once, and sat scratching his head and puzzling over his composition about half a day. Finally he handed in the following, which is an actual copy of John's composition:

"When won tells won to do a thing, and he *does* it, it is called obeying, and when won tells won to do a thing and he *don't* do it, it is called disobeying. And when a man or woman tells a boy or girl to do a thing and he don't do it, it is called disobeying, and when a teacher tells a boy to do a thing and he does it is called obeying, and when a teacher tells a boy to do a thing and he *don't* do it is called disobeying. The boy's name was John, and he did not obey his teacher, and when she called him back he *did* hear her, and he will never do it again."

The teacher was satisfied.

THE OBJECT SOUGHT BY STUDY.

BY JOHN NAGLE, SAUK CITY.

To insure plentitude of success in any undertaking our actions must be in unison with its underlying principles. Any conflict results in failure or but partial success, achieved by great expenditure of labor. Success is more usually attendant on intelligence than on undisciplined strength. One surmounts difficulties on which the other expends its power in removing. One keeps constantly in view the object to be attained; the attention of the other, if at all directed to it, is constantly diverted by objects on the wayside.

The ratio of efforts to desired results is not constant. Energy misapplied is wasted, and effort is weakened by diffuseness. The forces to be used vary as the nature of the work to be performed. Action is nullified by the incongruity of means and ends. Results are proportionate to the adaptability of the means. The employment of suitable means necessitates a true conception of the nature of the object sought. Absolute success, then, is dependent on the following conditions: A clear idea of what is to be accomplished; a knowledge of the requisite forces; ability coupled with desire to apply these forces. The conditions are as applicable to teachers as to any others. In my judgment very serious misapprehensions of the first exist among teachers; misapprehensions which are encouraged if not induced and fortified, by the teachings of men whose positions and reputation enhance the value of their opinions, and should be a guaranty of their worth. The opinion prevails to a great extent, that the legitimate work of schools is to furnish mature, available, remunerative knowledge; a stock to begin business with, similar to a deposit of cash in bank, which can be drawn on as occasion requires. In pursuance of this plan nothing is taught but what is eminently practical, and has a direct bearing on the necessities and possible exigencies of life. Mathematics is serviceable only as far as rapidity and accuracy in casting up accounts are concerned. The importance of grammar is measured by its enabling one to write a letter correctly; and so all other studies are made subservient and are desirable only as they minister to business.

Opinions are never stationary. By an inherent principle, they gravitate toward, and partake more of the primary idea on which they are based. The policy indicated recognizes schools as assistants in acquiring wealth. It is that same utilitarian policy perfected, that admonishes the parent that it is wise to realize *now* from the premature labor of his child, and thus anticipate the tardy and sometimes uncertain profit which may proceed from education. Compliance with excessively practical maxims debars the child from the advantages of education.

Another prevalent opinion, and one that seems to guide the conduct of several of our schools and colleges is, that the completion of the course is the grand attainment which should call forth the best endeavors of scholars. Perhaps this idea has stimulated the student who carries off

the honors, and made the truth of the saying manifest that the "Valedictorian is never heard of after commencement day." The importance of acquiring facts supersedes the value of understanding principles; and a burdensome medley of unassimilated knowledge, an honored degree and ruinous habits of thought is the consequence. The dreamy, imbecile graduate is not a rarity. His inactivity is influenced by satiety of fame, and the confidence that his well earned laurels are secure. Has he not achieved that for which he labored? Now for repose in its shade. Action *now* is antagonistic to the principles in which he was educated.

Analogous to this, is that system which regards *accomplishment* as the be-all and end-all. The mind is not supplied with solid sustenance, and anything calculated to furnish mental discipline, or requiring depth of thought is abjured. Glitter is considered of more worth than solidity. Polish is the desideratum, and that only requires that the surface be furbished. Hence superficiality is an essential element of the system. By following Dogberry's advice, its wisdom is acknowledged; if anything is not easily mastered it is allowed to pass and God is thanked for the riddance.

Can we hope that the "fountain will be higher than its source?" Should Liliputian results excite our surprise when we consider the incentives to action? Can we hope for perfection from a system based on incorrect notions of the end desired? Can we expect that results will be commensurate with exertions, not properly directed and partially expended on unworthy objects? Will any one deem that policy other than questionable, which proscribes those studies whose immediate value is not apparent? Study should be independent of mercenary motives or love of ostentation. It should be valued solely for the mental strength it imparts. The mere knowledge obtained does but aid in this, and, of itself, is not of much moment. The disciples of Pythagoras denounced the vengeance of heaven on all who should prostitute the principles of geometry to gain. A young man who furnished Delambre with a solution of a difficult problem, and expressed the hope that it would secure him a position, was told that he would never succeed with those aspirations; science should be courted for itself. Military science is not taught in the common schools of Prussia; yet it is acknowledged that the efficiency of its armies is owing to the excellency of its school system. What connection is there between the study of Latin and handling a musket? still that very weapon becomes more formidable for the study. But we are told that parsing and analyzing are of no utility and should be omitted. The sage counsellor who offers this advice forgets that there is more good in the exercise of thought necessary in analyzing for fifteen minutes than in flippantly repeating all the "cautions" with which grammar abounds.

When we come to recognize the school as a place for preparation and not completion; that its province is to cultivate thought not to bestow knowledge, to deal with a substance not a shadow, we may hope to see intellectual labor receive its full measure of remuneration in well-developed, healthy, active minds.

MENTAL ACTION A PHYSICAL PROCESS.

It is now a well-established physiological fact that mental action is a distinctly physical process, depending primarily on a chemical reaction between the blood and the brain, precisely as muscular action depends primarily on a chemical reaction between the blood and the muscular tissues. Without the free circulation of blood in the brain, there can be neither thought nor sensation, neither emotions nor ideas. It necessarily follows that thought, the only form of brain-action which we have here to consider, is a process not merely depending upon, but in its turn affecting, the physical condition of the brain, precisely as muscular exertion of any given kind depends on the quality of the muscles employed and affects the condition of those muscles, not at the moment only, but thereafter, conducing to their growth and develop-

ment if wisely adjusted to their power, or causing waste and decay if excessive and too long continued. It is important to notice that this is not a mere analogy. The relation between thought and the condition of the brain is a reality. So far as this statement affects our ideas about actually existent mental power, it is of little importance; for it is not more useful to announce that a man with a good brain will possess good mental powers than to say that a muscular man will be capable of considerable exertion. But as it is of extreme importance to know of the relation which exists between muscular exercise and the growth or development of bodily strength, so it is highly important for us to remember that the development of mental power depends largely on the exercise of the mind. There is a "training" for the brain as well as for the body—a real physical training—depending, like bodily training, on rules as to nourishment, method of action, quantity of exercise, etc.—*From "Growth and Decay of Mind," in Popular Science Monthly.*

It may no doubt be assumed, that in our present state of being, mental action is ordinarily a physical process, that is, takes place in connection with the appropriate organ. But we cannot assume that there is no possibility of mental action in this life without. There is a class of scientists whose reasonings all run into mere materiality; but there is another class,

"Whose highest vision science fails to blind."

AGASSIZ.

What made the greatness of our great man gone?
Facts about fishes?—reading laws that rule
The glacier's march and move the black moraine?
An eye whose gaze with equal reverence glowed
At a small star-fish, or his Alpine throne?
Or that he founded for our land a school?—
Never to see that harvest which he sowed!—
His large companionship with man, shell, stone,
And every type of the most High? The fool
Who thinketh in his heart there is no God
Stands here in silence. 'Mid our tears and pain
This joy was uppermost: beneath His rod
Bowing, we bless Him for each nobler mind
Whose highest vision science fails to blind.
—*T. W. Parsons.*

ENCOURAGING THE SCHOLAR.—"You did me ever so much good," said one of my scholars a few days since.

"How?" I asked.

"Oh! a word you said to one of my friends about me. It did me ever so much good."

"What was it? I have forgotten."

"You said I had good lessons, and was a comfort to you in the class. It encouraged me, I can tell you. I had tried to get my lessons before, but I tried harder after that, if only to please you. I've cared more for school ever since."

Ah! I thought, as my scholar left me, if a word thus unconsciously dropped has done so much good, how many words of encouragement I might intentionally give! I will try never to forget the value and effect of merited commendation. And I too, was encouraged.—*Earnest Worker.*

MANNERS.—Manners are more important than money. A boy who is polite and pleasant in his manners, will always have friends, and will not often make enemies. Good behavior is essential to prosperity. A boy feels well when he does well. If you wish to make everybody pleasant about you, and gain friends wherever you go, cultivate good manners. Many boys have pleasant manners for company, and ugly manners for home.

We visited a small railroad town not long since, and were met at the depot by a little boy of about eleven or twelve years, who entertained and cared for us, in the absence of his father, with as much polite attention and thoughtful care as the most cultivated gentleman could have done. We said to his mother before we left her home, "You are greatly blessed in your son; he is so attentive and obliging."

"Yes," she said, "I can always depend on Charley when his father is absent. He is a great help and comfort to me." She said this as if it did her heart good to acknowledge the cleverness of her son.

The best manners cost so little, and are worth so much, that every boy can have them.—*Children's Advocate.*

HEALTH AND BEAUTY OF WOMEN.

A lady, writing to ladies, says: "I think there is more vitality and physical strength expended by our women in wearing tight shoes and corsets than there is among men in building up a fortune for their families. What the man does is healthful labor; what the woman gains is not only a loss of health, but she becomes a burden to others. Now this is really a very serious matter. By tight shoes the circulation is impeded, the feet become white and lifeless, and then cold, because the blood has been so pressed out of them that it no longer returns to but a very small portion of the foot. With the tight shoes that destroy proper circulation in the foot, is also the elastic band which impairs that of the leg and destroys its symmetry, and the band around the waist, which is neither elastic nor loose. How in the name of common sense are we to have women with good health under such depressing influences. The first effect of tight clothing is to stop the circulation of the blood; the next is the absorption of the muscle, because there is no blood circulating in it. Then we have spinal congestions; for no muscle in the human body can be made inactive without at once affecting the nervous centers, and the spinal column is the great nervous as well as muscular center of a large portion of the body. Spinal congestions in some form prevail to a thousand times greater extent among women than we are aware of. A noted physician has asserted that among five hundred women there are not fifty who have a perfectly healthy spine.

It should be generally known that this is a condition which leads to insanity, and is of itself a principal cause of insanity. Most of the serious stages of mental depression to which women are subject are due to spinal congestions, and these congestions are principally caused by tight clothing. Bound hand and foot and waist—how can a woman have freedom, how can she be active? How can she use her brain, or have a full and entire control of her mental faculties?"

TESTS OF MENTAL STRENGTH.

The great difficulty in judging of the growth and development of the mind consists in the want of any reliable measure of mental strength—any mental dynamometer, so to speak. Our competitive examinations are attempts in this direction, but very imperfect ones, as experience has long since shown. Neither acquired knowledge, nor the power of acquiring knowledge, is any true measure of mental strength. The power of solving mathematical problems is not necessarily indicative even of mathematical power, far less of general mental power. The ordinary tests of classical knowledge, again, have little real relation to mental strength. It may be urged that our most eminent men have, for the most part, been distinguished, at school or university, by either mathematical or classical knowledge, or both. This is doubtless true; but so it would be the case that they would have distinguished themselves above their fellows at public school or university if the heads of these establishments had in their wisdom set Chinese puzzling as the primary test of merit. The powerful mind will show its superiority (in general) in any task that may be assigned it; and, if the test of distinction is to be the skillful construction of Greek and Latin verse, or readiness in treating mathematical problems, a youth of good powers, unless he be wanting in ambition, will acquire the necessary qualifications even though he has no special taste for classical or mathematical learning, and is even perfectly assured that in after-life he will never pen a sapphic or set down an equation of motion.—*Popular Science Monthly.*

THE CO-EDUCATION OF THE RACES.

What would be the practical result, as respects education, of the so-called Civil Rights' Bill, as originally introduced into Congress by Gen. Butler? Would it secure the co-education of the races? Impossible! Would education be facilitated in any way? It would inevitably be destroyed, as a public affair. Every State in the Union now has a school system for

both races supported at public expense. How long would such a school system be maintained in the fifteen ex-Slave States? Just as long as would be required to go through the forms of law needed to destroy it! and no longer, except in those wretched states where the negroes and their allies dominate over the property therein. In those States some sort of system would be maintained for the benefit of the negroes, or at least money would ostensibly be raised for the purpose. As to this being the practical result, there is no difference of opinion among men acquainted with the state of the case in these states. Everybody knows it, black and white; and, therefore, the blacks do not desire mixed schools, and the real friends of universal education do not desire it, whatever may be their political theories. There are now more than a million and a half of children, white and black, in the public schools of the fifteen ex-Slave States. What would be the subsequent reputation of any statesman who would aid in passing a law, the only practical effect of which would be to turn these school children out of doors?

But what of the great future? Are we forever to go on thus? There is no need for us to solve social and economical problems for unborn generations. We have our hands full with the present. Do not let us spoil *our* work from the fear of setting bad precedents. Our children will be sufficiently progressive. The prejudices which disturb us now will run their natural course, and, so far as they are merely prejudices, will end. The tidal wave which may be omnipotent in its pride, sinks exhausted at last on the bosom of the deep. Unquestionably the tendency of mankind is toward the obliteration of race-distinctions, and it is seen in the brightest centers of civilization, as well as among the lately secluded peoples of the East. Some of the most cultivated Caucasians have declared their *preference* for a mottled society—or as an eloquent orator expressed it, for "a rainbow of colors on the social sky." And in the most polished courts of Europe, not only has the Turk, the Japanese, the Chinaman and the Persian received the highest social recognition, but the same has been accorded to the despised African.

Hence, in arguing for the policy advocated in this paper, it is not done in ignorance of the tendencies of the race at large, or with any vain expectation that we can anchor here. Still less is there a disposition to deny to the negro equality before the law, or equal means of improvement with the whites. Nor is there a disposition to disparage the intellect of the negro, or to discourage him in his aspirations. Those who have chosen to trace back the Ethiopian race into the remote past, know that it too has had its heroic age; in which it led the civilization of the world. And those who have studied the remote causes out of which have grown the diversities in the human race, and the influences which gradually depress or elevate any particular race or class of men, know that there is nothing in either the history or the present condition of the African race to preclude the idea, that in the great future it may possibly (though not probably) attain an equal rank in all respects with the foremost of the other races.

But the fullest admission of such facts and possibilities as these does not affect the truth of the declaration, that at least during the present generation the attempt to mix the white and colored races in the schools of fifteen States of this Union, is not only as impossible as to equalize socially the Brahmins and Pariahs of Hindoostan, but, if forcibly pressed, would defeat the general education of both races. —*W. H. Ruffner, State Supt. of Va., in Scribner's for May.*

Col. John M. Fleming, State Superintendent of Public Instruction in Tennessee, also thinks that the Civil Rights Bill means death to popular education. He says:

"If mixed schools were ordered by law they would not be attended; and were they attended, the result would be rather a juvenile war of races than a profitable rivalry in studies. The people cannot be brought to regard the schools as merely

civil organizations subject only to political government; the school is too close to the family circle not to be subject in a great degree to social laws and influences. Already the detrimental effect of the proposition to include public schools within the operation of the Civil Rights bill has been severely felt in Tennessee. The mere pendency of the bill in Congress, with a possibility of its passage, has begotten hurtful apprehensions. The county courts of quite a number of counties that last year levied additional school taxes have this year either deferred action on the subject or referred the matter to the people. School officers throughout the State have been for some time uneasy and distrustful. I have, myself, been, and still am, in hesitation in regard to projected measures of school policy which an enforcement of the Civil Rights bill in reference to schools would render valueless. Certainly, no sane man, at all acquainted with the temper and tastes of our people, can expect that any further contributions in the way of school taxes, would be drawn from the public, by either a legislature or a county court, for the coeducation of the white and colored races. On the contrary, should Congress undertake to mix the schools, all school levies would cease. The school houses would be closed, and the colored people would find that while in the letter of the law they would enjoy the right to enter any public school whatever, there would be no public schools to enter, and that, in grasping at a shadow, they have lost the substance."

BLACK-BOARDS.

BY I. N. STEWART, WAUKESHA.

The first essential for a good black board is a firm wall. If made on a plaster wall, the studding should be doubled, so that they should stand about 8 inches apart. The mortar should be the best, and should be well floated. A good hard finish is an improvement. If made of boards, they should be most thoroughly seasoned, and as broad as possible. Then they need staying across the back to prevent warping. In old boards, the cracks may be filled with putty before re-coating; but this should be perfectly dry before it is painted. Oil paints have no business on any black board, except on wooden ones as a *first* coat. Liquid slating is now most widely used. It is obtained in cans of different sizes. The principal ingredients in all good slating are alcohol, shellac, ivory-black and lampblack. This is not a paint; it is a varnish rather, and is not to be rubbed or brushed in, but to be laid on rapidly and evenly by long strokes, and to receive no more retouching than is absolutely necessary to cover. The different coats are put on different ways of the board. Each coat should be smoothed before the next is put on. This is done by blacking a piece of stiff paper, and using it like sand paper, being careful always not to cut through the coat to any extent. Old sand paper will do; pumice-stone makes a fine finish for the last coat. The last coat should be thinned with alcohol. A flat varnish brush should be used.

The following is a cheap preparation, but very good, if directions for putting on are followed: 1 gal. alcohol, 1 lb. gum shellac, 2 oz. lampblack, 2 oz. ivory black; or, instead of the two last, 2 oz. chrome green, 1 oz. fine flour emory. Any other proportion of chrome and lampblack may be used to produce shades of green or black. This quantity will cover, two coats, 350 to 400 square feet of wall. The shellac must be cut by the alcohol before the other ingredients are put in. The mixture may be strained through muslin and should be frequently stirred while using.

The board should come down to about two feet from the floor, so that the little ones can use it, and should be four to five feet wide. There should be a board at each end of the room, so that the teacher can use one and the class the other.

A SIMPLE method of removing ordinary scratches from a slate, is to dip a wet sponge or cloth into pulverized pumice stone and rub it over the surface. It will soon be as smooth as a new slate.

CARLYLE ON POPULAR EDUCATION.

Where are to be found more eloquent words in defense of Education than those of Carlyle, uttered years ago in indignant rebuke of the niggardly policy of the English government in respect to the education of the people:

"Who would suppose that education were a thing which had to be advocated on the ground of local expediency, or indeed on any ground? As if it stood not on the basis of everlasting duty, as a prime necessity of man. It is a thing that should need no advocating; much as it does actually need. To impart the gift of thinking to those who cannot think, and yet who could in that case think: this, one would imagine, was the first function a government had to set about discharging. Were it not a cruel thing to see, in any province of an empire, the inhabitants living all mutilated in their limbs, each strong man with his right arm lamed? How much crueller to find the strong soul, with its eyes still sealed, its eyes extinct, so that it sees not! Light has come into the world, but to this poor peasant, it has come in vain. For six thousand years, the sons of Adam, in sleepless effort, have been devising, doing, discovering, in mysterious, infinite indissoluble communion, warring, a little band of brothers, against the great black empire of necessity and night; they have accomplished such a conquest and conquests; and to this man it is all as if it had not been. The four and twenty letters of the alphabet are still Runic enigmas to him. He passes by on the other side; and that great spiritual kingdom, the toil-worn conquest of his own brothers, all that his brothers have conquered, is a thing non-extant for him; an invisible empire; he knows it not; suspects it not. And is it not his withal; the conquest of his own brothers, the lawfully acquired possession of all men? Baleful enchantment lies over him from generation to generation; he knows not that such an empire is his, that such an empire is at all? O, what are bills of rights, emancipations of black slaves into black apprentices, lawsuits in chancery for some short usufruct of a bit of land? The grand 'seed-field of time' is this man's, and you give it him not. Time's seed-field, which includes the earth and all her seed-fields and pearl-oceans, nay her sowers too and pearl-divers, all that was wise and heroic and victorious here below; of which the earth's centuries are but burrows, for it stretches forth from the beginning onward even unto this day!

> "My inheritance, how lordly, wide and fair;
> Time is my fair seed-field, to time I'm heir!"

Heavier wrong is not done under the sun. It lasts from year to year, from century to century; the blinded sire slaves himself out, and leaves a blinded son; and men, made in the image of God, continue as two legged beasts of labor; and in the largest empire of the world, it is a debate whether a small fraction of the revenue of one day (30,000*l.* is but that) shall, after thirteen centuries, be laid out on it, or not laid out on it.

DEMOCRACY HERE ALSO.

BY ALEX. CHRISTIE, LOWELL.

One conversant with our common school system in its present condition and practical workings, may well doubt the wisdom of much that is said in its defense, much that is said to influence and shape the educational policy of the commonwealth. In view of the fact, that the many depend upon our common schools for the elements of scholastic learning, it being manifestly impracticable under existing social conditions that any but the few should receive the expensive advantages of the higher institutions, it behooves us to inquire, whether the limited and humble curriculum which they offer should be ordered for the advantage of the many, who here begin and end their scholastic career, or in the interests of the favored few who are to go "from glory to glory," till they are lost in the full effulgence of the senior year at the university.

The writer would call in question the wisdom and the justice of that movement now growing in favor in certain educa-

tional quarters, to bring into closer relations the various educational instrumentalities of the State, making the common schools, academies, high schools and colleges a unit in aim and mutually corelative in function. What is that aim, and what the proposed function of the common schools? To advance the interests of the colleges, by making the common schools feeders of the high schools and academies, these in turn to subserve the ends of their existence and justify their being, by sending up to the colleges Freshmen who know something, (the writer begs pardon), worthy and well qualified to digest and assimilate the strange compounds which await them under names which alone would induce gastralgia in ordinary folks. In furtherance of the interests of the colleges, probably nothing better could be devised. The educational energies of the people could not be directed more to the advantage of the few nurtured in the higher institutions.

The writer, however, in the interests of the commonalty, begs leave to protest. In accordance with the principle, "the greatest good to the greatest number"—which here can work no wrong—he would advocate the maintenance of the common schools *as such*, without regard to the interests of high schools and colleges. And in furtherance of the best interests of the many, he would introduce changes into the present curriculum even more to the prejudice of the higher institutions, but, he believes, much to the advantage of the great majority of the students of the commonwealth. Democracy here also.

TEACHERS—EXAMINATIONS.

BY M. KIRWAN, SUPT. MANITOWOC CO.

There are teachers whose goal is reached when the last day of the school term has arrived, and compensation is received for "services properly rendered." They are devoted to text-books—in the school-room; so much so as to be unwilling to lay them aside at recitations, or even to remove index fingers from passages and stated principles which their pupils are trying to reproduce from memory or to establish by reasoning. The teacher who is in this category always has a text-book in his hand while *in* the school-room, but never reads one when *out* of it.

It is a favorite expedient with some applicants to ascribe their failure to severity in the examiner; and it is not easy to prepare questions which will prove satisfactory to all who answer. We are slow to appreciate what we do not understand. It is less mortifying to us to blame another than to confess ourselves at fault; and to thoroughly prepare for an examination is much harder work than to condemn the questions and rail at the examiner. The objects of an examination are: 1. To test knowledge, a certain amount of which is indispensable to the teacher. 2. To distinguish eminent from fair ability; and these, in turn, from the least amount of education which barely entitles an applicant to a certificate. The gradation of questions so that the answers shall indicate the various degrees of proficiency to which applicants have attained is omitted by some examiners. An examination may so far test knowledge as to determine what applicants have the qualifications which are absolutely requisite, and yet may fail to define the relative scholarship of those who succeed in that trial. 3. To suggest points which deserve far more attention than they receive; and to give due prominence to every subject of the regular course, some of which may have been slighted, but are too important to be longer ignored or accorded but a passing notice. The presentation of essential topics promotes a study of them.

The views of applicants who do not attend teachers' meetings nor read educational publications are likely to be or to become narrow; their ideas are derived from a few—usually too few—books. The examination should aim to counteract this tendency to contraction. A question having but novelty to recommend it should not be inserted in the list to the exclusion of an important familiar topic; nor should a vital question be omitted through fear that the many may fail to answer it. The examiner's estimate of the scholarship a

teacher ought to have, not what the teacher may chance to know, must fix the standard of an examination. If this estimate be made with good judgment the questions submitted are likely to be respectable; but if the examiner has more regard for the ease and sensitiveness of applicants than for their progress; or if the preservation of petty political alliances and entanglements be of prime importance, the examination will be on a level with his motives.

Applicants not accustomed to written exercises fare badly in their first examination for certificates, no matter how much they have studied. The ability to acquire knowledge is not a positive guaranty of the power to suitably reproduce it whenever it is required. The power of reproduction must be subjected to the written test, and amplified by the practice of writing as well as by oral recitation. A teacher who disregards this fact does his pupils a great wrong, whether he has charge of a graded or of a mixed school. Pupils able to state their thoughts in writing should have frequent written reviews of all subjects which they study; participation in these exercises to be made obligatory on all for whom they are intended. This course is sometimes opposed by parents. When their opposition arises from a misconception of the object in view an explanation by the teacher may remove it; or it may be overcome by the children when they perceive the advantages of the plan. When the objections are persistently urged the teacher must meet them as he does other cases of obstinacy. He can not suffer the progress of his school to be retarded nor the force of his teaching to be impaired by an enforced conformity to antiquated notions or individual whims.

Questions for school examinations should be judiciously selected and correctly written. If placed on the black board special attention should be given to form, punctuation, spelling, and use of capitals. The language should be explicit enough to prevent misapprehension. Let the pupils be required to observe these conditions in their answers; and let every departure from them be commented on by the teacher. Example often weakens precept in this relation; and the child sometimes fails to discern justice in being reprimanded for errors which are no worse than those he has seen his censor commit.

EDUCATION OF WOMEN.

It is proposed, just now, to assimilate the education of girls more and more to that of boys. If that means that girls are merely to learn more lessons, and to study what their brothers are taught, in addition to what their mothers were taught, then it is to be hoped, at least by physiologists and patriots, that the scheme will sink into that limbo whither, in a free and tolerably-rational country, all imperfect and ill-considered schemes are sure to gravitate. But if the proposal be a *bona fide* one—then it must be borne in mind that in the public schools of England, and in all private schools, I presume, which take their tone from them, cricket and foot-ball are more or less compulsory, being considered integral parts of an Englishman's education; and that they are likely to remain so, in spite of all reclamations; because masters and boys alike know that games do not, in the long-run, interfere with a boy's work; that the same boy will very often excel in both; that the games keep him in health for his work; that the spirit with which he takes to his games when in the lower school, is a fair test of the spirit with which he takes to his work when he rises into the higher school; and that nothing is worse for a boy than to fall into that loafing, tuck-shop-haunting set, who neither play hard nor work hard, and are usually extravagant, and often vicious. Moreover, they know well that games conduce, not merely to physical, but to moral health; that in the playing-field boys acquire virtues which no books can give them; not merely daring and endurance, but, better still, temper, self-restraint, fairness, honor, unenvious approbation of another's success, and all that "give and take" of life which stand a man in such good stead when he goes forth into the

world, and without which, indeed, his success is always maimed and partial.

Now: if the promoters of higher education for women will compel girls to any training analogous to our public school games; if, for instance, they will insist on that most natural and wholesome of all exercises, dancing, in order to develop the lower half of the body; on singing, to expand the lungs and regulate the breath; and on some games—ball or what not—which will insure that raised chest, and upright carriage, and general strength of the upper torso, without which full oxygenation of the blood, and therefore general health, is impossible; if they will sternly forbid tight stays, high heels, and all which interferes with free growth and free motion; if they will consider carefully all which has been written on the "half-time system" by Mr. Chadwick and others; and accept the certain physical law that, in order to renovate the brain day by day, the growing creature must have plenty of fresh air and play, and that the child who learns for four hours and plays for four hours, will learn more, and learn it more easily, than the child who learns for the whole eight hours; if, in short, they will teach girls not merely to understand the Greek tongue, but to copy somewhat of the Greek physical training, of that "music and gymnastic" which helped to make the cleverest race of the Old World the ablest race likewise: then they will earn the gratitude of the patriot and the physiologist, by doing their best to stay the downward tendencies of the *physique*, and therefore ultimately of the *morale*, in the coming generation of Englishwomen. —CHARLES KINGSLEY.

POETICAL INSPIRATION.—In his new lecture on the poet Longfellow, Mr. James T. Fields says: "As I happen to know something of the origin and birth of many of Longfellow's poems, let me divulge a few secrets in regard to them. The 'Psalm of Life' came into existence on a bright summer morning in July, 1838, in Cambridge, as the poet sat between two windows at the small table in the corner of his chamber. It was a voice from his inmost heart, and he kept it some time in manuscript, unwilling to part with it. It expressed his own feelings at that time, when he was rallying from the depression of a deep affliction, and he hid the poem in his own heart for many months. He was accused of taking the famous verse, 'Art is long and time is fleeting,' from Bishop's poem, but I happen to know that was not in his mind, and that the thought came to him with as much freshness and originality as if nothing had been written before. 'There is a reaper whose name is Death' crystalized at once, without effort, in the poet's mind, and he wrote it rapidly down, with tears filling his eyes as he composed it. 'The Light of the Stars' was composed as the poet looked out upon a calm and beautiful summer evening, exactly suggestive of the poem. The moon, a little strip of silver, was just setting behind Mount Auburn, and Mars was blazing in the south. That fine ballad, 'The Wreck of the Hesperus,' was written in 1839. A violent storm had occurred the night before, and, as the poet sat smoking his pipe about midnight by the fire, the wrecked Hesperus came sailing into his mind. He went to bed, but the poem had seized him, and he could not sleep. He got up and wrote the celebrated verses. 'The clock was striking three,' he said, 'when I finished the last stanza.' It did not come into his mind by lines, but by whole stanzas, hardly causing him an effort, but flowing without let or hinderance."

LANGUAGE.

BY ALBERT EARTHMAN, REEDSBURG.

One of the very best and most precious gifts of God to man, one of the most distinguishing features between human beings and all lower orders of existence, is language—the power of expressing our thoughts in words. And we have no other faculty which can be more improved and expanded than this.

We all know this, and yet if the old proverb, "Actions speak more loudly than words" be true, how we teachers, at least

the majority of us, ignore the importance of language by our wayward doings. We are apt to treat it as if, at best, it were of but little importance, and some people seem to consider it of no importance. Or perhaps they do not consider the subject at all.

Were it not for cultured, ennobled language, where would history, science, poetry and other preserved knowledge be? Of course, the inevitable answer is, "In oblivion." And the acme of knowledge in the world would be to-day just where it was six thousand years ago.

For the fact that a boy of good sound mind, may now become a better scholar at sixteen than a man was able to become at fifty, in ages long ago, is not all owing to the superiority of the boy's intellect, which superiority is the result of saving the hard-earned knowledge of others by means of this language of which I am speaking, but to the very great advantages by which he is surrounded and helped. And all of these advantages have been secured by saving in writing and subsequently in print, the language which expressed to a person in such a way as to be easily learned and ever after considered as part of his own smartness, what was the result of long and patient labor and investigation of other minds.

Then can we try too hard, labor too patiently, or invent or adopt too many or too good plans for inducing our pupils to love and to practice correct and elegant forms of expression? Every term of school I teach convinces me more fully that I must try more perseveringly by example as well as precept, to teach my pupils how to express their thoughts properly in writing as well as in speaking.

I think we ought to try at all times to speak correctly. Not just while we are in the school room. For habit is very powerful. And if we accustom ourselves at all times to make use of the best words, not the longest or most difficult to pronounce, but the most proper to express what we mean, and combine them in a manner representing the best logic of which we are masters, it surely will become quite easy for us to speak and write moderately well.

Of course to write well requires more study than to speak properly; for we must notice and imitate correct spelling, capitalization, punctuation and penmanship, besides correct expression and combination. Ah, but that requires so much work! Well Laziness, you need not expect to prosper in your work in the schoolroom, either as teacher or scholar.

We *must* work *hard*. And therein lies our greatest pleasure. For what is life but work, activity, thought? I do not write this because *I* am a model. How ludicrous the thought! But because I feel anxious that we should have excellent teachers; and if each will do as well as he or she can, we shall continually improve. Good example is a very excellent thing, but of course pupils must have practice. I set as good example as I am capable of in speaking and in writing, whether upon the black-board or elsewhere, and then give the scholars a good amount of practice in spelling in different ways, combined with defining when practicable; in selecting kindred words, words of opposite meaning; in making sentences by embodying several given words in as proper a way as they can in as good sentences as they can make; by making as many good sentences as possible containing a given word. Allow no silly sentences. Of course there is an almost endless variety of ways of making sentences, and my pupils are drilled a good many of them. I have my scholars write upon the subjects of their lessons, and sometimes obtain, as a result, some good compositions. Letter-writing too, I find interesting and profitable. Again, evince some sense in asking your pupils questions, and they will generally reply in a similar manner. Do not, as a rule, ask direct questions in conducting a recitation, and then insist upon sir or ma'am immediately following every yes or no; as if that constituted good expression and respectful language. If scholars entertain a proper feeling toward the teacher, they will often say sir, or ma'am without being prompted. Besides, I would very much rather receive a pleasant, respectful yes, than a forced and dogged

yes ma'am. I require the one reciting to rise and answer in sentences, which shows how well he understands that part of the lesson to which the the question asked relates; and if one fail to answer satisfactorily. another is allowed to rise and try to do better.—*Free Press.*

A PRECIOUS ANVIL.

Once upon a time a gentleman drew up his horse near a smithy in Yorkshire village. On entering it he kindly arrested the attention of the boy who seemed to be absorbed in the work of blowing the bellows. Closer observation revealed the presence of a book—its pages kept open by two bits of iron placed on a shelf near the lad's head. Each time he brought down the bellows or released it he seemed to catch a sentence from the book.

A generation passed away. The little village had grown to be a brilliant town. Low thatched houses had made their way before fine mansions, and the smithy in which the above incident was observed was drawing near to its day of disappearance. But before that day arrived another gentleman appeared at the door, and inspected with some interest an anvil standing in the centre of the shop.

"How long has that anvil been here?" he asked of the blacksmith.

"Why," said the workman, "it must have been 30 or 40 years."

"Well," said the gentleman, "I will give you twice as much for that anvil as will buy you a new one."

"Certainly," replied the puzzled smith; but I would like to know what you want with this anvil."

"I will tell you. There was formally an apprentice in this shop who used to work on it. That boy has now become a great man. Thousands love and honor him as a friend and a teacher, and I wish to carry back this anvil as a memorial of the humble beginning of his life."

The boy was Robt. Collyer.—*Harper's Magazine for May.*

Boys that have been properly reared are men, in point of usefulness at sixteen, whilst those that have been brought up in idle habits are a nuisance at twenty-one.

SCHOOL TIME.

Don't you hear the scholars thrumming?
  Bumble-bees in June!
All the leaves together thumbing,
  Singers hunting for a tune?
Master mending pens, and humming
  Bonny Doon?

As he thinks, a perished maiden
  Fords the brook of song,
Comes to him so heavy laden,
  Stepping on the notes along,
Stands beside him, blessed maiden!
  He has waited long!

Cherry-ripe is the glowing stove,
Grammar class is inflecting "love,"
"I love—you love, and love we all."

Bounding states are the Humboldts small,
Chanting slow in common time
Broken China's rugged rhyme:
"Yang-tse-kiang—Ho-ang-ho—"
Heavenly rivers! How they flow!

Writing class with heads one way—
And tongues all out for a holiday!
Hark to the goose-quill's spattering grate,
Rasping like an awkward skate,
Swinging round in mighty B's,
Lazy X's and crazy Z's!
Here a scholar, looking solemn,
Blunders up a crooked column,—
Pisa's own Italic tower,
Done in slate in half an hour,
Figures piled in a mighty sum;
He wets a finger, and down they come!

Aproned urchin, aged five,
Youngest in the humming hive,
Standing by the Master's knee,
Calls the roll of A, B, C.
Frightened hair all blown about,
Buttered lips in half a pout,
Knuckle boring out an eye,
Saying "P" and thinking "pie;"
Feeling for a speckled bean,
'Twixt each breath a dumb ravine,
Like clock unwound, but going yet,
He slowly ticks the alphabet:
"A-ah—B-ah—C-ah—D,"
Finds the bean and calls for "G."
—*Scribner's for May.*

A GOOD man will never teach that which he does not believe.

CONSIDERING the question why women teachers are paid less than men, the Springfield (Mass.) *Union* says that, "Professions are paid with considerable reference to the cost of the training which is required to fit people to exercise them. The doctor, lawyer, minister, invest in their education an amount of capital on which they not unreasonably expect to get a fair interest in fees or salary. Applying this rule to the question of the comparative salaries of women and men teachers, we find it goes part way at least to justify the difference. As a rule men can't get schools unless they can show a college diploma. Women teachers on the contrary are not required to be college graduates, but go at once from the academy or comparatively inexpensive normal school to their charges. A college course in these days costs from $2,000 to $4,000. Thus at once we see that the man who takes to school-teaching has got to get a salary which shall be a return on a much larger investment for education, than his lady assistant or colleague has made."

This comparison is just, only so far as it applies to men who take the higher positions as teachers.

THE Boston *Transcript* sensibly suggests that teachers should be required by school committees and superintendents to utilize the centennial anniversaries, now opening upon us and to continue for some years, by arranging for every day, marked by an event in the last century, an exercise based on that event. "The tea party," it says, "though possessed of rare elements for social and popular recognition, was not a more marked affair, historically considered, than a score of others, whose recurring dates will be seized upon the educators everywhere who feel the extreme difficulty of impressing past events, remote or recent, with present vitality. Try, for instance, some bright boy 12 or 15 years old, and see what muddled notions he has of the Rebellion and the death of Lincoln. But the child is a little older, who remembers the wild excitements incident to Lee's surrender, can tell all about that. The senses were first impressed and thus the imagination and intelligence."

SPREAD OF ENGLISH.—Bayard Taylor, writing from Alexandria, Egypt, says that the most remarkable change since his visit there twenty years ago is "the astonishing spread of the English language within the last twenty years, resulting both from the numbers of English and American travelers who visit the East, and the use of the language by travelers of other nationalities. French, which until the last few years was indispensable, has been slowly fading into the background, and is already less available than English for Italy and all the Orient. I was a little surprised in Rome at being accosted by a native boot-black with 'Shine up your boots?' In Naples, every peddler of canes, coral, photographs, and shell-fish, knows at least enough to make a good bargain; but this is nothing to what one meets in Egypt. The bright-witted boys learn the language with amazing rapidity, and are so apt at guessing what they do not literally understand, that the traveler no longer requires an interpreter. At the base of Pompey's Pillar to-day a ragged and dirty little girl came out of a fellah-hut and followed us, crying, 'Give me ha'penny!'"

THE best teacher is not one who helps his pupils, but one who shows them how to help themselves. The only true education is self-education. The mind can be *filled* from without, but it can only *grow* from within. That only is effective teaching which suggests, prompts, inspires.

GIVE me the boy who rouses when he is praised, who profits when he is encouraged, and who cries when he is defeated. Such a boy will be fired by ambition; he will be stung by reproach, and animated by preference; never shall I apprehend any bad consequences from idleness in such a boy.

'TIS with our judgments as our watches; none go just alike, but each believes his own.

OFFICIAL DEPARTMENT.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

Q. If a district is divided and a new one formed, is it proper to divide the money on hand, and pay over the share due the new district immediately?

A. This is not what the law contemplates. (Sections 12, 13, 14.) The entire amount that may be determined as accruing to the new district, is to be raised by tax, and then paid over. If as a matter of accommodation, the old district consents to advance some money to the new one, a receipt being taken therefor, it may be a friendly act, but is not provided for by law.

Q. If part of a town which had adopted the "town system" is set off as a new town, is the new town under the town system, without any further action?

A. No, the system can "become operative" in a town only in case the town votes for its adoption, as provided in Section 37 of the Township Law. In the case you mention, the new town will be under the old system, until it votes otherwise, and the several districts will continue, until altered by the town board. The clerk in office, in each district, will continue, and the town clerk will appoint a director and treasurer for each.

Q. It is held by some that Section 36 of the Township Law (Chap. 182, Gen. Laws of 1869), converts every village with a graded school of three departments, into a separate school district. Is that so?

A. It might just as well be held that Section 1 of the same law, makes every town a school district, without any further action. The meaning and intent of the law is determined by the concluding words of the section, and by Section 37, and the intent of Section 36, so far as villages are concerned, is that in case any town adopts the town system, as provided in Section 37, any village within its limits which has a graded school of three or more departments, and all its school territory, is to be separate from the rest of the town for school purposes.

Q. We have had no school for three years, the land which embraces the site has been sold for taxes, and a family is in the school-house and refuse to give it up, though we have voted money for a school. Can we hold the school-house?

A. If you had a title in fee simple to the site, it is not forfeited, and the family in the school-house must leave. If the site was only leased, and was to be held, only as long as school should be maintained, it is forfeited, and the district has no claim to the school-house, as it was not removed when the district ceased to occupy the site.

Q. Another party carried off the stove; can we recover that?

A. Yes, or its value. To carry off property without permission or authority, is commonly called larceny.

Q. Can a district legally own two sites?

A. If a new site is designated and purchased, it is proper to retain the old one only as long as may be necessary for school purposes, and then it should be disposed of.

Q. Can a district purchase a site at district meeting and take a deed then and there, and order payment made?

A. The usual and proper course is to designate a site, vote money to pay for it, and leave it for the board to consummate the bargain and receive the deed, in behalf of the district; but the other course would not probably be held illegal by the courts, though not provided for specifically in the school law.

Q. Does a decision of the State Superintendent, on appeal, in regard to a site, preclude any subsequent change?

A. If the appeal is dismissed, the district is at liberty to take further action at any time as to location of site. If an appeal is sustained, and a site located by the State Superintendent, it is not competent to the district to change it, until a new state of facts arises, rendering it justifiable to do so.

Q. We raised no tax for school last fall; can the board levy one now? The clerk has already hired a teacher for the summer.

A. If neither the district nor board acted last fall, the best thing to do now is for the district to vote, and the clerk and treasurer to assess and collect a tax, at once, as provided in Sec. 64. The board now hires the teacher. (Sec. 42).

Q. If one town, embracing part of a joint district, raises a school tax, must not the other do so?

A. It would be fair, of course, for both towns to help, in just proportion to sustain the school, but each town exercises its own discretion as to raising a school tax "in addition" to that levied upon it by the county board. (Sec. 2, p. 9).

Q. When a district has made provision for a school, cannot the board be compelled to hire a teacher, and hire a school?

A. School officers, like other public officers, may be compelled to perform their duty; or, for gross neglect of duty, they may be removed from office (Sec. 129), and others put in their places.

Q. Is it legal or proper for a clerk to draw, or a district to countersign an order, when there is no money in the treasury to pay it?

A. Yes; the duty of these officers is not determined by the supposed or known condition of the treasury. It often happens that the party entitled to the order wishes to raise money on it.

Q. Can a school board lease the school house to other parties for any use?

A. No such power is given to the board. (See decision of Supreme Court, quoted in comments on Sec. 48).

Q. Is a teacher's contract rendered invalid, if no copy of his certificate is attached to it, as the law requires?

A. The fact that a teacher holds a certificate is a necessary prerequisite to a legal contract, but the requirement that a copy of his certificate be attached to the contract, is directory, and designed to furnish evidence to all needing or desiring it that the contract is legal, and such requirement is not of the essence of the contract, and a neglect of the board to comply with it does not invalidate the contract. The direction of the law should nevertheless be carefully complied with.

Q. I was hired for a year. When the time came for the spring term to open, there was considerable sickness in the district, and the board thought best not to continue the school, at least not for a time. Am I entitled to recover wages for the present term?

A. Probably you are, if you have not consented to the arrangement, but it is a question for the courts to decide. You would do well to engage in any other suitable employment, if you have opportunity, while the matter is undetermined, holding yourself in readiness to go on with the school.

Q. Our principal locks the doors at noon, though some of the pupils and teachers remain during the recess. Is this proper?

A. This is a matter for the board to regulate. Unless there be some peculiar and serious objections, it would be proper to leave the doors, or some of them, unlocked, especially if some of the pupils need to remain on account of distance. If they do not, the case is different.

Q. How can I interest my pupils in their studies?

A. By being interested yourself, and by some such plans as those recommended on page 234—"A Practical Use of the Journal."

Q. If the standard is 60, and a candidate comes up to the average of 60, or better, ought I to grant her a certificate, if she falls as low as 30 on some branches, there being a sufficiency of teachers of good standing?

A. This would not be proper, especially if the deficiency was in the common branches. If very good in all these, and a good teacher, a deficiency say in History or Constitution, might not preclude a license for a particular school, for the summer term.

Q. How does a normal graduate's diploma become a State Certificate?

A. By being countersigned by the State Superintendent, which may be done after the graduate has taught one year in the State.

EDITORIAL MISCELLANY.

STATE TEACHERS' CERTIFICATES.

The examination for State Certificates will be held at Madison, the week preceding the meeting of the State Teachers' Association, commencing at 9 o'clock, Tuesday morning, July 7th, 1874. The Board of Examiners for the current year consists of Prof. Duncan McGregor, Platteville; Prof. Warren D. Parker, Janesville; Supt. Michael Kirwan, Manitowoc.

Applicants for certificates will be examined in the following branches of study:

(1.) For an *unlimited* State Certificate, the branches of study now required for a 1st grade county certificate, with the addition of English Literature, and the rudiments of Botany, Zoology, Chemistry, Geology, Political Economy and Mental Philosophy. Applicants for this grade must present satisfactory evidence of successful teaching for at least *nine* terms.

(2.) For a *limited* (five years) State Certificate, the branches of study now required for a 1st grade county certificate, with the addition of English Literature and the rudiments of Mental Philosophy. Applicants for this grade must present satisfactory evidence of successful teaching for at least *three* terms.

Applicants who fail in any of the branches required for either of the above certificates, may present themselves for examination in such studies within one year. A re-examination in the branches in which they were successful will not be required.

All stationery needed will be furnished by the Examiners.

It is alike the interest of the State and of the profession that these certificates should be largely sought for. They are worthy objects of a teacher's ambition. Their possession confers upon the holder both honor and independence. It insures him a good position, for it transforms him from a seeker of work at other people's prices, to a skillful worker sought for at his own price. It is such a title-deed to success and merit as no man can question. It is hoped there may be annually a large and increasing number of applicants.

EDWARD SEARING,
Supt. Pub. Instruction.

Madison, May 18, 1874.

THE ENGLISH EDUCATION ACT OF 1870.

In our last issue we gave some account of the effort, begun in 1847, to systematize and nationalize the elementary schools of England, by means of government grants and supervision. This was a step in the right direction, but was by no means all that was needed.

In the year 1869 the "National Educational League" was formed, whose object was the establishment of a system which should secure universal education. The means of effecting this object were stated by the society in six propositions:—

(1.) Local authorities to be obliged by law to provide school accommodation for every child in their district.

(2.) Necessary schools to be provided by local taxation, aided by Government grants.

(3.) Schools so provided to be managed by local authorities, and subject to Government inspection.

(4.) These schools to be unsectarian.

(5.) These schools to be free.

(6.) Children of school age to be compelled to attend school.

The Education Act of 1870 was passed mainly in consequence of the action of the League, and provides for (1) the election of School Boards; (2) maintenance of schools by local taxation; (3) local management and Government inspection; (4) the exclusion of distinctive sectarian formulas from the schools; (5) power of School Boards to give free admission; (6) compulsory attendance at the option of School Boards.

A recent circular of the League, now before us, says: "Thus, in substance, all the points of the League programme are admitted by the Education Act, and the foundation of a national system of education is therefore provided. But the recognition of national principles is marred by the 'permissive' character of the Act.

The election of School Boards is not obligatory; compulsory attendance is optional at the pleasure of School Boards; sectarian instruction is rendered possible in fact, though forbidden in spirit; the remission of school fees is permissive, and School Boards are authorised to pay fees to sectarian schools out of the rate-payers' money. At the same time the new Revised Code strengthens existing sectarian schools, by augmenting Government grants made to them, and increasing their numbers by allowing a large extension of new building grants. Consequently, in order to make it acceptable to the country, efficient for its professed object, and just to all sections of the community, it is necessary that the Education Act should be amended."

In regard to the aims of the League, the same circular says: "The National Education League desires to amend the Education Act by (1) making the election of School Boards and the formation of school districts obligatory all over the country; (2) compelling the attendance of children at school; (3) giving free instruction to all children, and abolishing the power of paying fees by School Boards to sectarian schools; (4) entirely separating religious from secular teaching in Board schools, charging secular instruction to the rates, and leaving the churches to provide religious instruction at a separate time, by separate teachers, and at their own cost.

"The League desires to complete the work of education by establishing a national system, uniform throughout the country, administered everywhere by local authorities, based upon the same principles of equal justice to all sects and classes, and providing for the proper training of children by securing efficient secular and free instruction at the cost of the local rates and Government grants, and of adequate religious teaching by the voluntary zeal of religious denominations. It proposes to accomplish this purpose with as little interference as need be with the educational agencies now existing, placing the schools, as a condition of receiving Goverment grants, under the authority of School Boards for the purposes of secular instruction, its object being not to destroy but to reform; not to efface one system by another, but to weld and unite in a national, just, and equal system all the agencies now established, so as to obtain for the country the full benefit of all, at the least possible cost of disturbance or money."

Thus the enlightened friends of popular education in England are striving to gain, and will ere long gain, the very system (saving the compulsory feature) in which we in this country have long rejoiced.

Of the present system, the last Report of U. S. Commissioner Eaton, from which we have partly obtained our facts, says: "Its inadequacy to accomplish the education of the masses is evident." Mr. John Morley, the editor of the *Fortnightly Review*, says in his recent volume, "The Struggle for National Education," page 108, "In plain English the majority of those who come out of the schools cannot read a newspaper."

There is much dissatisfaction with the present system, not because it is not an advance from the former one, and does not accomplish more and better results; but because the standard of accomplishment in the minds of intelligent, thoughtful Englishmen of the present day is vastly higher than formerly, and because the ignorant masses themselves are beginning to feel an impulse towards a higher plane of life and thought.

The subjoined letter will be read with interest in this connection. As yet England is behind many European states in her school system; and is looking at the example of her daughter across the Atlantic, not only in this, but in other things:

NATIONAL EDUCATION LEAGUE,
17 ANN STREET,
BIRMINGHAM, 12th March, 1874.

Sir: I trust you will excuse the liberty I take in addressing you, and the trouble which I ask you to take on behalf of the National Education League which I represent.

The object of that Association is to promote in England and Wales a national system of free, compulsory and unsecta-

rian education. In placing our scheme before the public we have constantly had occasion to refer to the American system, and especially to instance the results of free schools in the United States. But the information we have hitherto obtained has been fragmentary at the best.

I am now endeavoring to compile from official and authentic sources information concerning the system in each State.

For this purpose may I request you to forward me any recent reports, pamphlets or statistics which have been published and which will throw light upon the question.

I need hardly say I shall be happy to pay the necessary cost of obtaining them.

I beg to forward you some of the most recent papers published by the League, and a copy of Mr. John Morley's (the editor of Fortnightly Review) work on National Education. This is the best statement of the case of the advanced party in this struggle.

I remain sir, yours most obed'tly,

FRANCIS ADAMS, Sec'y.

To the Hon. Supt. of Public Instruction,
Madison, Wisconsin, U. S.

A PRACTICAL USE OF THE JOURNAL.

Without the formality of a separate department, some articles are inserted in the JOURNAL by means of which teachers may perhaps interest their pupils. For instance, suppose the article in the May and June numbers, on "The Boy Agassiz" be used for some special reading lessons; then that a portion of the biography be given out as a general lesson; that some questions be given to the class, or whole school, about Switzerland, its lakes, mountains, people, history, government, etc.; about the Huguenots; about the language of Switzerland; its schools, etc. These questions to be answered, say in a week. For the next lesson or exercise, let the propensities and habits of the "Boy Agassiz" be taken up, and then results traced.

Not as models, but as mere suggestions, we give a dozen questions:

Tell me about the situation of Switzerland.

Give some account of its mountains.

What is the most remarkable thing about its mountains?

What can you say about its lakes and rivers?

Do you know of anything curious about its lakes?

Can you tell who the Swiss are descended from?

Do you know anything about their languages?

What sort of people are they?

Do you know anything of their history?

What kind of government have they?

Who were the Huguenots?

What language did the boy Agassiz probably speak?

Here, in fact, is material enough for a half dozen exercises, but it depends on the teacher's skill and knowledge. A skillful teacher will have something every day, to relieve the monotony and irksomeness of the school-room, to excite interest, to wake up the dormant faculties and to direct their exercise to noble objects and useful ends. The above plan is merely one of many that may be used.

IN the June number of the *Popular Science Monthly*, is President Andrew D. White's address on "Scientific and Industrial Education in the United States," recently delivered before the New York State Agricultural Society. Although chiefly devoted to a defense and glorification of Cornell University, of which the author is President, it is a lively, able, and valuable paper, and will be everywhere read with interest.

As is already pretty widely known through newspaper reports, President White referred in quite plain language to some remarks of Dr. McCosh in the paper read by the latter at the Educational Convention at Elmira last summer. The Cornell President declared that the whole argument of the Princeton President "was based upon one of the most astounding misrepresentations ever attempted upon an American audience," Vigorous language this, whether truthful or not.

But those who have read both papers cannot have failed to observe, at the close of the very paragraph preceding the one in which the words just quoted are found, a misrepresentation in turn, which we cannot call "astounding," but which, nevertheless, is not creditable either to

the dignity or the accuracy of President White. He declares that Dr. McCosh stigmatized his sister institution in New Jersey (Rutger's College) as "managed by a pack of Dutchmen." What Dr. McCosh did really say was this: "Why should the excellent college at New Brunswick, managed by a few Dutchmen, get $50,000 a year, and Princeton College, with its new school of science, receive nothing?"

The context shows that the Doctor did not "stigmatize" Rutgers at all. As he called it an "excellent college," the expression "managed by a few Dutchmen," was evidently humorous. President White perverts both the letter and spirit of the passage, and then, with poor grace of consistency, lets fly from without his own glass house the huge stone of "astounding misrepresentation."

Our sympathies are mainly with Princeton in this contest of the Giants, but because we believe in fair play and free discussion we hope President White's article will be as widely read as was that of Dr. McCosh.

THE article of Mr. L[redacted] in the present issue we publish with pleasure, because it is a candid, well written paper on a legitimate topic of discussion. We do not agree with the writer, but none the less welcome his contribution, and invite another from his pen in continuation of the subject. We intend, by and by, to express on this topic, some very decided views of our own.

AT the organization of the new Board of School Commissioners in Milwaukee on the 5th inst., James MacAlister, Esq., was elected Superintendent of Public Schools of the city, for the ensuing two years, at a salary of $3,000 per annum,—an increase of $1,000 over previous salary. We can trust the educational interests of Milwaukee to a Board that thus begins its work.

THE Annual Report of the Superintendent of Public Instruction of the Territory of Dakota for 1873 has just reached us. It gives the number of children in the Territory, between 5 and 21 year of age, as 6,812; the number attending the public schools, 4,006; the number of organized districts, 168; and the number of licensed teachers, male and female, 100. The list of County Superintendents embraces 10 names, among which we observe the name of one lady.

The Report mentions gratifying signs of progress—advancement in the qualifications of teachers, both in scholarship and methods, and a more earnest inquiry on the part of school officers for more competent teachers. A well attended Teachers' Institute was held at Vermillion in December—the second ever held in the Territory.

THE discussion in the House of Representatives at Washington some days ago over the annual appropriation for the Bureau of Education reminded us of the perennial but harmless efforts in our own Legislature to abolish the excellent system of County Superintendents. We suppose if sun-light or refreshing rain were dependent upon annual legislative action, the words and votes of a few would always be found recorded against the proposition to continue these blessings. A certain fractional portion of aggregated human nature must necessarily be perverse and "pesky."

The National Bureau of Education is performing an invaluable work, as those best know who are best qualified to judge, —a work the country could ill afford to do without. And yet a few Congressmen would like to cripple that work, or destroy it altogether. We have, however, no fears that these will seriously imperil the support of a Department which, in its brief history, has won the cordial confidence and support of all educational men,—and, indeed, of all whose knowledge of that history gives them the least pretention of right to sit in judgment on its merits.

WE learn from the just published report of the Executive Committee of the Milwaukee Board of School Commission-

ers that the experiment of teaching drawing in the public schools of the city during the past year has been very successful. "Already," says the report, "more has been accomplished than was presumed possible in so short a time. It is with great pleasure that we can say that all the pupils in our public schools can draw, and all our teachers teach this branch. The increasing interest manifested by teachers and pupils cannot but bring about great success."

A NEW WORD.

As illustrative of the constant growth of a living language, we may cite a new addition to our own. The word "heredity," not found in Webster's Dictionary, and a fresh creation—or at least domestication—from the Latin, is now quite familiar to the readers of recent scientific writings. Although similar to "inheritance," in general origin and signification, it is more restricted and technical in its use, referring merely, or mainly, to the natural continuance in offspring of qualities possessed by progenitors. If not a necessary, it is certainly a convenient and useful addition to our vocabulary, agreeable in sound, and unexceptionable in form as a derivitive from the Latin.

MISSING NUMBERS.—We sometimes have applications for missing numbers to complete files for those who bind their JOURNALS, and send them gratuitously, if we have them. The following we cannot supply, and would be obliged to any of our readers who have either of them and do not care to preserve them, if they will send them to us:

Of Vol. I, 1871, those for Jan., March, May and Dec.

Of Vol. II, 1872, those for Feb., April and Nov.

THE NEEDFUL.—Those whose subscriptions remain unpaid will do us a favor by remitting the amount due. We find from long experience that paper, printing and binding, cost money!

The State Teachers' Association

Meets in this city, July 14—Tuesday evening. Up to the time of going to press with this last sheet of the JOURNAL, we have not received the full programme, but an announcement of the subjects and speakers will be found on the last page preceding the advertisements.

A full programme will be given in July.

THE AGASSIZ MEMORIAL.—The birthday of the great scientist, May 28, was named as an appropriate time for contributing to the "Teachers' and Pupils' Fund" (see May No. of JOURNAL), but the treasurer, Mr. Barnard, informs us that contributions may be made at any time.

A NORMAL MUSIC SCHOOL will be held at Milton, Wis., commencing July 22d, 1874, and continuing six weeks. The following well known and capable gentlemen will be the joint conductors: S. Wesley Martin, T. Martin Towne, J. M. Stillman, J. W. Bischoff.

ELROY SEMINARY.—This institution is located at Elroy, Juneau county, Wisconsin. Opened its first term of school on the 16th of March last. It is now in successful operation, bidding fair to become a well supported institution of learning. The people of surrounding country regard it as being just what this section of country demands. It is meeting with sympathy at home and abroad, and there seems to be nothing in the way of its becoming a prosperous school. It is hoped that it will not have to pass through the trying circumstances through which so many of our institutions have to struggle for the first few years of their existence. Some two years ago Rev. E. Bovee, of the U. B. Church of the Wisconsin Conference conceived the idea that there ought to be such an institution in this section of the country somewhere. Accordingly after months of talk and consultation it was located at Elroy. During the past summer and fall a neat little building was erected for that purpose. It affords, at present, very good accommodations for

school purposes. Its location cannot well be surpassed. All seem to unite in bidding it success. F. M. WASHBURN, *Prin.*

THE following comes from a rural district:

Samuel Fallows Superintendent of Public Instruction—

SIR, We send you does lines to gives an information for the progres of education in our new district. Last fall we have contracted an engagement with ——— for two month and that teacher she has [not] got any morality any instruction and after these two month expired she want me for teach the spring. I told her I dont want you any more and I told the same word to the Director and treasurer. She ask them to engaged her again and she made his contract, the Director and the treasurer they signed that contract without my naulage—The setters in favor of this contract they have got only five scholars and does against they have twenty-one scholars—Because of the majority of the board they tink they got the power. I [haven't] got any education myself I dont no what to do with this circumstances. My appeal is true—I send you his school register and please to you to see her capacity.

If my reports insufficient I can report some more.

If you please return to me the answer so quick as possible.

Respectfully yours,

———,

District Clerck.

WAUSHARA CO.—The Spring Term of the Waushara County Normal Institute, held in the village of Pine River, commenced on Tuesday, March 10, and closed April 23. This is a permanent institution of the county, and is due to the energy of the superintendent, Mr. Theo. S. Chipman.

ST. CROIX COUNTY.—Supt. F. P. Chapman, says: I am in hopes to increase the circulation of your valuable JOURNAL in this county. Several, however, who were at the Institue had already subscribed for the same. We had a very excellent Institute, and I can already see the beneficial effects of it.

THE recent vigorous action of the faculty of the University of Michigan in suspending some four score or more of students for the mean and stupid villainy of "hazing" meets our unqualified approbation. The attempt on the part of the students to justify this foolish and outrageous practice by calling it a "time-honored custom," "purely mutual and good natured," etc., is the veriest nonsense. This attempt at justification of a vicious folly is even more discreditable to them than the folly itself. The former was made in cold blood and shows a low taste and judgment; the latter was probably committed under the influence of thoughtless and puerile excitement.

This strong and wise action of its authorities will tend to still further increase the respect with which this great University is regarded in all parts of the country,—a University whose remarkable success has been due to a unique and almost unbroken series of wise administrative acts, on the part of both Regents and faculty, from the very beginning of its history.

ON the 7th of May the Legislature of New York elected Neil Gilmour, of Ballston, Superintendent of Public Instruction of that State for the ensuing three years. Mr. Gilmour was born at Paisley, Scotland, in 1840, and came to this country in 1856, at the age of sixteen, and the same year entered the Freshman class of Union College. Four years later he graduated near the head of his class of over one hundred. He is said to have worked his way through college, as through all the successes of his life, by his own resolute efforts. He afterwards had several years practical experience as a teacher and served two terms as School Commissioner. More recently he has been engaged in the successful practice of law. Mr. Gilmour has been called to a heavy responsibility, but his friends confidently predict that his administration will careful, judicious, and successful.

At the dedication of the new Free Academy, at Rochester, N. Y., March 20th, President Anderson, of Rochester University, uttered, among other good things, a thought which in recent remarks to a graduating class he embodied in this preraphaelite style: "Gentlemen, I thank God that so many of you are poor." There is sound philosophy in this. Early poverty, and the consequent necessity for a disciplinary self-exertion, may be rightly termed one of the "blessings" for which successful "self-made" men may be thankful'

We clip from a recent issue of the *Inter-Ocean* the following interesting paragraph. Who can estimate the value of such home culture as is here hinted at? Not only of such children is the Kingdom of Heaven, but of such men and women as these children ought to become, is also the Kingdom of the Earth:

In Davenport, Iowa, there resides a most interesting family. The father, Charles E. Putnam, is a prominent lawyer, and the mother is a daughter of the late Gov. Duncan, of Illinois. The family consists of ten boys and one girl, and is a little nation in itself. The boys are natural-born scientists, artists and mechanics. Besides cultivating a farm, they publish a magazine called the *Star of Woodlawn*, build boats, prepare specimens of entomology, manufacture toys, teach school, and conclude the catalogue of their industries by writing for the papers. The *Star of Woodlawn* is a handsomely printed magazine of forty-four pages, and contains many interesting original articles, most of them being from the pens of the Putnam family. In their last issue they give notice that the sister, Bessie Putnam, is admitted to the partnership, and that hereafter the firm name will be Putnam Brothers & Sister. The members of the firm are Joseph, aged 18 years; Charles, 17; John, 15; Henry, 12; William, 11; George, 8, and Bessie, 7.

NOTES OF A COUNTY SUPERINTENDENT.

The following notes were furnished us some time since by Mr. I. N. Stewart, the faithful and sharp-sighted Supt. of Waukesha Co. They are suggestive reading, and we commend them particularly to such as may be given to boasting of the perfection of our incomparable school system. It must be remembered that Waukesha is one of our oldest and best counties. We thank Mr. Stewart for his picture and would like more, of equal preraphaelite fidelity, from other superintendents. Reform is most easily accomplished after a full realization of defects.

Since Jan. 5, we have visited fifty-five schools. Of 44 of these (excluding graded schools,) we have complete notes from which we gather the following: Thirteen schools were taught by men, 31 by women. There were enrolled 1,899 pupils, 1,067 boys and 832 girls. There were present 789 boys and 643 girls. The enrollment taken was that for the month in which the visit was made, and not the total number on the list. The largest school had, for the month of our visit, an enrollment of 89, and for the previous month, over 100. The two smallest schools had each an enrollment of 16, 11 of whom were present. In 13 of the districts, sickness prevailed so as to injure the attendance at the time of the visit. In 6 districts difficulty existed between board and teacher, or teacher and pupils, 5 cases were settled, and in one case the school was past recovery. Six of 44 teachers, had attended one or the other of the Normal schools one term or more, 3 others had attended some college. One of the 6 Normals fails sadly in methods, and one Collegian fails in government.

Not *all*, but most of the out-buildings were inspected. None of those inspected were found really decent, except outside of the 44 schools under consideration.

Black-boards average about 30 sq. ft., and rather poor at that. Seating is improved of late years. The walls are almost uniformly bare of any ornament. Mere cleanliness seems to be the ambition of the teachers, boards and pupils. I have called 10 of the 44 houses "well ventilated;" but this is only true as compared with others. I verily believe almost any of the towns visited might trade their best hog-pen for their poorest school-house, to the great disadvantrge of the hogs! This has, of course, reference to the warmth and durability of the structure, and care in fitting each for its purpose. Our average school-house is a frame building of no decided color, made to seat about 44 pupils, and situated on a dry spot near where two roads cross. The yard is about one-fourth of an acre in extent, is unenclosed, devoid of shade trees, and encumbered by a pile of half seasoned wood and a few stones.

In the school-house we find a woman about nineteen years old, as teacher, with

three or four terms experience. There are 24 boys and 19 girls enrolled as pupils; 18 boys and 14 girls present. There are about 30 sq. ft. of black-board, some old maps, *perhaps* used as window curtains, possibly two or three extra text books on the table, a worn broom in the corner, a water-pail on a bench with a leaky cup beside it. The seating is fair and clean, but somewhat scratched. The walls are soiled as high as an average boy can reach, the floor clean but worn; a little plaster off, a broken or cracked pane of glass in one or more windows. A stove, almost red hot, near one end of the room. If the stove is not directly before the teacher's place, the pipe is carried over her head so low as to insure headache.

There are some cracks in the floor, more in the walls, and openings around the door. Windows can be opened only by raising the lower sash. The reading is poor—very—(I believe reading has degenerated in our county); arithmetic is much better taught; grammar, indifferently; writing, fair.

There is great waste of time in hearing three or four geography classes, when two should be sufficient, and in long questions by the teacher which require short answers from the pupils. Spelling is rather poorly taught, but better than reading. The teacher receives $30 to $35 a month and pays $2.50 to $3.00 a week for her board, this being the winter season. She is expected to have spent some time in school, fitting herself for the work, to attend Institutes and buy books, but is not employed over seven months in a year.

Such is about an average school in this county, as shown from the 44 specimens recorded. Compare, my reader, with your school, see whether it is above or below, and in what respects, and then sit down and think awhile.

Dunn County.—Supt. Johnson has the following encouraging words in a report just published in the *News*. The incidental advice to District Boards is eminently sound:

By comparing the above lists it will be seen that the regular third grade list is growing larger, while the list of limited certificates is very small in proportion to the regular third grades and the lists of former years. Two years ago the limited certificates equaled the third grade, and now are but a little over one-third! Are we one the march? These facts alone answer the question. Now, while the teachers are moving forward, let the district boards sustain them in their efforts to become more efficient teachers, by always giving the preference to the best teachers. The policy of some boards to hire cheap teachers is ruinous, not only to the school in which they are employed, but to the band of teachers who are aiming at a higher plane of culture.

As limited certificates—which have been issued so that schools could be supplied with teachers of some sort, as good teachers have been very scarce—have served their time and are no longer needed, notice is hereby given that the regular fall examinations of 1874, *no limited certificates will be granted*. Each applicant will be required to answer 60 per cent. of the questions in order to get a certificate. This step is taken for the good of the schools, for the good of the qualified teachers and for the good of the educational interest in general.

Amidst the prevailing taste for exploration of all kinds it is remarkable that no English publisher has turned his attention to Dr. Schliemann's great discoveries in the Troad. They have, however, been well canvassed in the literary periodicals, and from them alone at present can English readers derive information on the subject. Nothing is known as to to the destination of the extraordinary treasure so strangely discovered on the presumed site of Ancient Troy. The best antiquarians are unable to come to any conclusions respecting the date or origin of these relics, where gold seems to have been used with unexampled profusion, except that they are *Prehellenic*, or of earlier date than remains with well characterized Grecian features, and as certainly *not prehistoric*, having nothing in common with the stone or iron ages, but evidently the product of a remote civilization, distinct, well marked, and in a decided state of progress.—*Book Buyer*.

Of the 360 members of Congress, 124 are college graduates. Of the non-graduates, 85 received an academic education; 65 only a common school education. Four were educated in private schools, and six were "self-educated." Of the remaining 76, a large proportion took partial courses at college, or supplemented their early education by study in the law

or other professional schools. A classification of the 124 graduates reveals the fact that Yale heads the list of the colleges represented in Congress—the number of its graduates, including Mr. William Walter Phelps of N. J., and Gov. Washburn, recently elected as the successor of Charles Sumner, being eight. These statistics were compiled from the Congressional Directory by a writer in the *College Courant.*

In the State of Iowa about 35,000 persons over 21 years of age are unable to write. The State University at Iowa City has 515 students and 30 teachers. The State Agricultural College at Ames has 17 teachers and 273 students; Cornell College, at Mt. Vernon, 16 teachers and 350 students; Wesleyan College, at Mt. Pleasant, 10 teachers and 200 students. The yearly salaries given to principals of the leading high schools of the State are as follows: Dubuque, Cedar Rapids, Des Moines, Council Bluffs, each $1,800; Sioux City, Marshalltown, $1,600; Waterloo, Independence, Mason City, Ottumwa, Dakota, $1,500; Vinton, Boonsboro, Burlington, Marengo, Muskatine, Fort Dodge, $1,300. The principals of ward schools are best paid in Dubuque, where they each receive $1,500 per annum. These salaries may be considered reasonably remunerative in a comparatively new State—but how pitifully small they seem as incentives to thorough and accurate preparation by teachers!

The deaf are taught to talk like hearing people, and to read the lips, at Whipple's Home School for Deaf Mutes, Mystic River, Conn. Great success is attending the teaching of Whipple's American system.

The schools of America teach many things; what they seem most particular to avoid teaching is the correct use of the English language; and as consequence, not one man in one hundred can write a page of copy that is fit to go to the printer without a radidcal revision.—*From an address to Editors.*

BOOK NOTICES, ETC.

A Historical Chart, presenting the World's History by Centuries. By Azel S. Lyman. Jones Brothers & Co., publishers, Philadelphia and Chicago.

This is a map of History, bringing before the eye all that is notable in each century, showing at a glance contemporary personages and events, and fixing them in the mind just as the boundaries, cities, mountains, rivers, lakes, &c., of a country are impressed upon the memory by geographical maps. The work is embraced in a set of admirably executed plates all carefully and beautifully colored by hand, together with much valuable chronological and statistical matter. The whole elegantly and substantially bound, and accompanied by a "Key" in book form. The idea is to present the history of the world by *centuries*, and to bring the *eye* to the aid of the mind in locating facts and events. Time is represented as a stream, flowing a certain alloted space each century. The events are written down in the stream just where they took place, those most prominent in larger type. The date of the century is given at the top of each page, and the date in that century of each event recorded is placed just before the event. Thus the reader has spread out under his eye the history of a century, and in such shape that at a glance the mind takes in the general aspect of the whole period, the relative importance of each nation, the particular history of each, and the contemporaneous history of all. The work will be sold only by subscription, and can be obtained through agents at $3.00 and $4.50.

A Brief Course in Geography. Philadelphia: Cowperthwait & Co.

We like this book for several reasons: It is complete in itself, and with a good teacher, is enough for common schools. The maps are carefully drawn, beautifully executed and not crowded with details. The engravings are fresh, spirited and appropriate. The text and questions, prepared by Mr. Arthur Sumner, who has had a good degree of experience, on

previous publications of the same nature, are well done. State Supt. E. A. Apgar, of New Jersey, prepared the maps, and his well-known system of map-drawing is introduced. The method of instruction is simple and natural, and must commend itself to every intelligent teacher.

HARPER'S MAGAZINE for June begins a new volume—49—and is a number of unusual attractiveness, even for Harper. We notice especially an article by Chas. G. Atkins, "Collecting Salmon Spawn in Maine," with numerous illustrations. In view of the general interest now taken in stocking our lakes and rivers with valuable fish, this article will attract much attention, and prove of great service.

Gen. McClellan furnishes a second Paper on Army Organizations, which is very readable. The General's military achievements have not been equal to his talents, but as a writer on military affairs, he is scarcely surpassed.

The tales, sketches, poetry, etc., are as usual, good; the Easy Chair, among other topics, pays a warm and timely tribute to Charles Sumner; a very full and interesting Scientific Record is given, and altogether, the volume opens with all its old interest and sterling popular qualities. Now is an excellent time to subscribe. $4.00 a year. Address Harper & Bros., New York City.

THE ATLANTIC, for June, closes the thirty-third volume. The two serial novels, Mose Evans, Prudence Palfrey, are concluded in this number, each with striking effects. A Rebel's Recollections, by George Cary Eggleston, presents characteristic scenes in a lively manner. The Poetry of the number is by W. D. Howells, C. P. Cranch, Hjalmar Hjorth Boyesen, Hiram Rich; G. P. Lathrop has a paper on Growth of the Novels; J. C. Layard writes from personal experience of Morphine; a clever story by James T. McKay is entitled Larcom's Little Chap; Henry James, Jr., contributes a sketch of Siena, and J. W. DeForest writes amusingly of Modern Cats. The Editorial Departments of Recent Literature, Art, Music, and Education are well filled; the last named contains an interesting paper on the Education of Women in Science. Judging from the last two numbers, the articles on Education mark a new departure in discussing that subject. 35 cents a number; $4.00 a year. Address H. O. Houghton & Co., Boston; Hurd and Houghton, New York.

SCHOOL FURNITURE.—Mr. H.W. Glazier, of Muscoda, of yore one of the veteran teachers of Richland county, and now a State Agent for the National School Furniture Co., made us a call lately. He says the Peard "Folding Desk and Seat" sells remarkably well, and gives great satisfaction. It is particularly acceptable in the country districts, where they use the school-house, as is often done, for Divine Worship, on Sunday—the desk folding up out of the way. We did not ask him, but we presume the church people join with the board in meeting the expense of the seats in such cases. One of these desks is on exhibition in this office. See also advertisement, on the 2d page of cover of JOURNAL.

Mr. Glazier has placed on our table a 12-inch Franklin Globe, which appears to be all that a globe ought to be. We thought the Schedler Globe a fine one, but this is more durable. Mr. Philbrick, Superintendent of Boston, says:

"The Franklin Globes have been used in the public schools of this city for many years, and they have given entire satisfaction. Latterly they have been furnished to the schools on a large scale, and to the exclusion of all other descriptions of globes. Our aim is to have each classroom of the lower grades of our schools supplied with the nine-inch globe, while the larger sizes are placed in all the rooms occupied by the higher grades.

For school use, I know no globes equal to the Franklin; in accuracy, in excellence of material and workmanship as well as in reasonableness of price, they cannot fail to give satisfaction. I am glad to have the chance to recommend them, as I do, with the utmost cordiality and confidence."

THE first Board of Education—The blackboard.

WISCONSIN

JOURNAL OF EDUCATION.

VOL. IV. JULY, 1874. No. VII.

The Michigan State University and the High Schools.

BY PROF. EWD. OLNEY.

In the first place, it should be understood that there is no *organic* relation existing between our High Schools and University. In the schemes of certain wise and far-seeing men, even back in our territorial days, there were plans for a State University, which comprehended all education, literary, scientific, and practical, and from the lowest to the highest grade. But these plans for a *Catholepistemiad*, in which every person could find the opportunity to learn all that is necessary to be known, from plain sewing to international law, were never anything but vagaries in the brains of these sagacious and philanthropic, though eccentric, men. Our common school system was developed entirely on its own basis, and without any direct reference to making it a part of a system which should culminate in a University. So distinct were the schemes, that while the State held itself sacredly bound, from the first, to make all needful provision for the public schools, it acted only as trustee of the funds of the University, which arose from the sale of lands given by the general government. No direct aid was given by the State to the University until five years ago. Again, when the University was first organized, our educators and our legislators were so far from conceiving any direct practical relations as possible between the public schools and the University, that branches of the latter were actually established in different parts of the State, to do preparatory or academic work. The High School of to-day, as the necessary development of the common school, and the connecting link between it and the University, was not dreamed of. Nor were the possibilities of our High Schools, in this direction, fully realized until they were actually grown into and doing the work of preparatory schools.

It is true that the first President of the University, Rev. H. P. Tappan, LL. D., was accustomed to think and speak of our school system as a unit; but I am not aware that even he, broad and far-reaching as was his vision, clearly foresaw the High Schools of the State as *gymnasia*, standing in immediate connection with the University on the one hand and the primary schools on the other. Certain it is that the bond of sympathy was of slow growth. In former years our denominational colleges, which largely influenced local sentiment, looked with jealousy upon the University, if they did not take the ground of open hostility. For some years it appeared as if we were to have an internecine educational war between the friends of denominational colleges and those of the University, and not a few skirmishes actually occurred. Nevertheless, under the able

management of Doctor Tappan, the University steadily grew to an acknowledged pre-eminence among the colleges of the State, and to a respectable standing among the higher institutions of our country. Its alumni multiplied, and began to be found in our legislative halls, and in charge of our higher public schools. It began to be apparent that the University was gradually, but surely, lifting the whole State on to a higher plane of educational thinking and acting. Through its influence all the interests of higher education were kindling into new life, and higher ambitions were being begotten in the minds of all in reference to liberal culture. Our denominational schools were not slow to see that this was a great good—and a good in which they were becoming sharers. The hostility passed away; and now those institutions are among the foremost to acknowledge and rejoice in the work which the University is doing. Thus has the University come to be recognized as the head of our entire educational system. In this I have not spoken of our excellent Normal School, and of our Agricultural College, since, though they have no organic connection with the University, they are but co-ordinate with it in the State work of higher instruction.

While this development was going forward, our Public and High Schools were by no means stationary. Our common school laws were brought to a high state of perfection, and under the leadership of a succession of excellent State superintendents, prominent among whom was Dr. Gregory, now Regent of the Illinois Industrial University, and by the efficient working of our Normal School, under such men as President A. S. Welch, our primary schools advanced with equal pace with the University. The graded school system was adopted in all our cities and larger villages, and High Schools became as numerous as such corporations. We had no academies in the State, or at least none whose name and influence were known beyond their immediate locality, and there only as good "select schools." An academy in the New England sense, as a thorough preparatory school, we had not one. Nevertheless, our University, with no preparatory department of its own, was receiving Freshmen to the number of 104, 112, 139, 168, annually, and this notwithstanding our requisitions for admission were fully equal to those of our best New England colleges, and were as rigidly enforced. A large amount of preparatory work was being done somewhere; nor was there any doubt as to where it was done; for, although our denominational colleges had each its preparatory department, comparatively few students prepared in these found their way to the University. The truth was apparent to all, that the natural course of events had developed not a few of our High Schools into excellent preparatory schools.

It was at this point that the Academic Faculty of the University began seriously to consider whether some closer relation between our High Schools and University was not practicable. It is true that several of these schools had already arranged their preparatory course either in consultation with us or in reference to our requirements; and what through personal influence and intercourse between members of our Faculty and Superintendents and Principals, and the fact that many of the latter were our alumni, quite intimate relations had already come to exist. These things began to open our eyes to the possibilities of the situation, and in the autumn of 1870 the matter began to receive the formal attention of the Academic Faculty. With some hesitation and questioning on the part of some of our number, the following resolution was finally passed, and after a somewhat reluctant assent had been given by the Board of Regents, it was printed in our catalogue for 1870–71, as a

SPECIAL NOTICE TO PREPARATORY SCHOOLS.

"Whenever the Faculty shall be satisfied that the preparatory course in any school is conducted by a sufficient number of competent instructors, and has been brought fully up to the foregoing requirements, the diploma of such school,

certifying that the holder has completed the preparatory course and sustained the examination in the same, shall entitle the candidate to be admitted to the University without further examination."

In connection with this announcement, a circular was sent to the leading High Schools of the State, announcing the plan more in detail. Each school desiring to come into such relations, was required to make application to us, through its Board and Superintendent, to send us its course of study, stating in full what provisions were made for such preparatory teaching, and invite us to visit them by committee for the purpose of examining into the actual condition and working of the school.* When this visit had been made and the committee's observations and opinions reported to the Faculty, action was taken upon the request, and the school notified of the result. In the last two editions of our calendar this notice has been somewhat elaborated, and now stands thus:

SPECIAL NOTICE TO PREPARATORY SCHOOLS.

"A committee of the Faculty will visit, once every year, any Public High School, on request of its School Board, and report its condition to the Faculty.

"If the Faculty shall be satisfied from such report that the *Preparatory Courses of Study* in the School thus visited embrace all the subjects required for admission to the University, and are taught by competent instructors, then the graduates from such *preparatory courses* will be admitted to the Freshman Class of the University without examination.

"They must present to the President, within three months after their graduation, the diplomas of their School Board, certifying that they have sustained their examinations in *all* the studies prescribed for admission to one of the three courses, Classical, Scentific, and Engineering, or Latin and Scientific. They will also be required to appear at once in their classes, otherwise they can be admitted only after examination.

"The privilege of admission on diploma is limited to public schools in Michigan, and their School Boards must make the applications annually."

The arguments by which this action was supported were, that the University must take such material as the High Schools prepared, and hence that it was desirable that we should be brought into as close relations and as intimate acquaintance with them as possible;—that there ought to be some supervision of this sort contemplated;—that by throwing the whole responsibility of saying whether the student was prepared upon the school sending him, we should make the officers of each school more scrupulous about the qualifications of those whom they sent;—that it would give dignity and importance to these schools and to their examinations, and make their pupils feel that they must merit the approval of their teachers;—that it would give uniformity to the preparatory work;—that it would so bind the High Schools and the University together as greatly to stimulate the desire for liberal culture;—that by the intimate acquaintance thus gained with the High Schools, we could better judge what preparatory work it was practical for them to do, and thus gradually relinquish more and more of the elementary training to them, until ere long they should be found to be doing a large part of the work hitherto done in the Freshman year, thus relieving the over-crowded curriculum of the University and enabling us to do a higher work.

Of course objections were urged. Chief among these were the two that it would discriminate against schools in the smaller places which could not afford the expense of such courses, and that it would burden our Freshman class with numbers of unqualified students. To the first or these it was answered, that it was not just either to the local patrons of High Schools in our smaller villages, or to the students seeking preparation in them, that they should attempt to do preparatory work, and that we ought to say so distinctly. To the latter objection there could, of course, be no answer given which would

* The traveling expenses of this committee are paid by the school inviting them.

be entirely conclusive, except that which should be furnished by the experiment itself.

THE RESULT.

Such was the scheme, and such were some of the anticipated fruits. It is yet too soon to pronounce decisively whether or not it is to meet the expectations of its originators, as this is but the fourth year since its inception. In all, ten or twelve schools have been admitted to the relation. Several have been rejected, and one that was admitted has been discontinued; *i. e.*, the application was granted one year and refused the next, in view of the condition in which the school was found. As a means of awakening an interest in higher education on the part of the High Schools and the communities in which they are situated, the plan is doing all that its most sanguine friends anticipated. Some of our best Superintendents and High School Principals who were at first doubtful as to the expediency of the measure, now testify that it works admirably in its influence upon their schools, and on the public sentiment with reference to liberal culture. I know of no prominent High School man in the State who is now opposed to the measure, though there may be such. The annual meetings of our State Teachers' Association exhibit a marked advance in community of feeling and interest between the Public Schools and the University. The feeling seems to be well nigh universal that we are, as teachers, all working in the same line, from the humblest mistress of a rural district school to the President of the University. There are, doubtless, those whose dignity would be shocked at such a thought, but to me it is a consummation devoutly to be desired, and equally desirable for its influence upon those at both ends of the line. While the inspiration given to our public school teachers by the assurance of a common sympathy and interest running through the whole fraternity, and the consciousness that they are working in a system so grand and far-reaching, must be exceedingly helpful to them in bearing up cheerfully under their daily burdens of toil and sense of isolation, our sense of dependence upon them and their work, and the living interest it keeps up between us and the most secluded rural classes of the State, are not a whit less needful for us. There is nothing in which we in this country need to guard against more sedulously than a divorce of fellowship between learning and common, practical, everyday life. There is a *hauteur* of the schools that is not a whit less despicable and injurious than the jealousy of ignorance, and I rejoice to know that our Michigan system is equally well calculated to eradicate or prevent both.

During the three years in which we have received students on these diplomas, we have taken in upon them 157 Freshmen. A careful watch has been kept upon the record of such students, and as yet no discrimination can be made against them as compared with students admitted upon our examination. Such being the result while we are organizing the system, and the schools are getting in working condition under it, I think we have every reason to expect that, within a comparatively short time, it will be found that in uniformity, in thoroughness, and in extent of preparation, this class of students will excel.—*The Common School, Davenport.*

What we Owe to Louis Agassiz, as a Teacher.

(*Concluded.*)

BY GEORGE B. EMERSON.

[Address before the Boston Society of Natural History, Jan. 7, 1874.]

Agassiz took a large, comprehensive view of the whole field of natural history; his thorough education and intimate acquaintance with the works of the highest men in several walks, Von Martius, Cuvier, Humboldt, and others, made it possible for him to do it, and he then fixed on certain departments, and, for the time, he gave himself entirely to one.

As a future inhabitant of America, it was fortunate for him to have been born, and to have grown up, in one of the free cantons of Switzerland. He was thus accustomed to treat men as equals; and thus his perfect familiarity and his freedom

from all assumption were as natural to him as they were graceful and winning. He looked down upon none, but felt a sympathy with every thing best in every heart. The reality of these great human qualities gave a natural dignity which his hearty and ready laugh could never diminish. Every one was drawn toward him by what was best in himself. With the greatest gentleness he united a strong will, and with a resolute earnestness, untiring patience. His great object was truth, and, as he never had any doubt that it was truth, he may have been impatient, but he never felt really angry with those who opposed it.

Mr. Agassiz had, for several years, the great advantage and privilege of being an assistant, in the description and delineation of fishes from Brazil, to Von Martius, the genial and eloquent old man of Munich. In him he had the example of a man, who, with great resources as a naturalist, had, for many years, given himself, in a foreign country, to the study of a single department of Botany, without, however, shutting his eyes to any thing that was new and remarkable in any page of Natural History. To one who was a good listener and never forgot what he heard, what a preparation must this have been for his own expedition, many years after, to the sources of the Amazon, to which he was invited by the Emperor of Brazil, in which he was assisted by the princely aid of his own friends, and from which he brought home a greater number of new species of fresh water fishes than were ever before discovered by one individual, thus carrying forward that work upon the fishes of Brazil, his first work, which he had published when he was twenty-two years old.

He spent the leisure of several years in examining the reefs and dredging in the waters of the coast of Florida and other parts, always bringing home stores of new species and genera, and completing the history of innumerable known ones. What a preprration were these years for the great Hasler expedition, in which the depths of the ocean were very fully explored, and innumerable objects, new and old, were brought up, showing that the bottom of the ocean is any thing but barren, and throwing new light upon the geology of recent and of ancient times.

Whenever Mr. Agassiz undertook a special work, he prepared himself for it by a careful study of whatever had been done in that particular line by all others. He had seen, everywhere, indications of the action of ice. He determined to investigate. He began by reading all he could find upon the subject, and then set himself to observe, patiently and carefully, what was taking place in the glaciers themselves. He gave the leisure of several years to this examination, and then felt himself ready to observe the effects of similar action in former ages and distant regions. The opinions of such an observer, after such a preparation, cannot be without authority and value; and it is not surprising that he should not himself have been willing to yield them to those of others who had never given the same study to the subject.

When he wrote his wonderfully complete work upon the American Testudinata, he began by studying whatever had been written in regard to that family of animals, and he furnished himself, by the liberal aid of many friends, with immense numbers of specimens, so that he had ample means of satisfying himself in regard to almost every question that could be asked, as to structure or habits.* Such a work will not need to be done over again for many years. It can never be entirely superseded except by a work showing greater diligence, greater fidelity and better powers of nice observation and faithful description.

Let no one who has not carefully examined this, and his other papers in the "Contributions to the Natural History of the United States," venture to speak of his incompleteness.

His example as a teacher has been of inestimable value, as showing the import-

* In speaking of the thorough execution of the works in the four volumes, we ought not to forget the aid he received from the exquisite skill in drawing and engraving of Sonrel, who wore out his eyes in the work, and of Burckhardt and Clark.

ance of the best and largest possible preparation, teaching by things really existing and not by books, opening the eye to the richness and beauty of nature, showing that there is no spot, from the barren sea-beach to the top of the mountain, which does not present objects attractive to the youngest beginner, and worthy of, and rewarding, the careful consideration of the highest intellect.

The town of Neufchatel, near which Mr. Agassiz was born, and particularly the hills behind it, give fine views of natural scenery. From a hill, not two miles from his former home, I had a view of the lake and the plains and mountains beyond, which I now recall as one of the widest, most varied and most exquisite, I have ever seen. Agassiz thus grew up to a love of the beautiful.

This love of the beautiful in nature has been increasing from the most ancient times to the present. It is more generally felt and more fully enjoyed now than ever before, and in this country, apparently, more than in any other. More persons leave the cities, as soon as they begin to grow warm and dusty, to enjoy the country or the seaside, the mountains or the lakes; and they enjoy rationally and heartily. Who has done more than Agassiz to increase this enjoyment? With thousands, it is becoming not merely the enjoyment but the study of the beautiful. Collections of shells, curious animals, minerals, sea-weeds, and flowers, are becoming, like libraries, not only sources of pleasure to the eye, but of delightful study, whereby a nearer approach is made to the very fountain of enjoyment; we not only see and feel, we begin to understand. The more we see of the uses, of the wonders, of the structure, the more profound is our enjoyment? Who has done more than Agassiz to awaken this enjoyment?

In 1855, with the aid of Mrs. Agassiz, who, from the beginning, did a great deal of the work, Mr. Agassiz opened a school for young ladies. For this he was, in all respects, admirably well qualified. The charm of his manner, his perfect simplicity, sincerity and warm-heartedness, attracted every pupil, and won her respect, love and admiration. He knew, almost instinctively, what we teachers have to learn by degrees, that we cannot really attract, control and lead a child, and help to form his habits and character, without first loving him; that nothing in the world is so powerful as real, disinterested affection. He gave, himself, by lectures most carefully prepared, an hour's instruction, real instruction, every day. All his pupils retain their respect and love for him, and some keep the notes they made of his talks, and read them with delight. The school was continued for seven years, with great success, attracting pupils from distant parts of the country.

One of the secrets of his success as a teacher was, that he brought in nature to teach for him. The young ladies of a large school were amused at his simplicity in putting a grasshopper into the hand of each, as he came into the hall; but they were filled with surprise and delight, as he explained the structure of the insect before them, and a sigh of disappointment escaped from the most of them when the lesson, of more than an hour, closed. He had opened their eyes to see the beauty of the wonderful make of one of the least of God's creatures. What a lesson was this to young women preparing to be teachers in the public schools of the Commonwealth, showing that in every field might be found objects to excite, and, well explained, to answer, the questions, what? and how? and why? which children will always be asking.

He had all the elements necessary to an eloquent teacher: voice, look and manner, that instantly attracted attention; an inexhaustible flow of language, always expressive of rich thoughts, strong common sense, a thorough knowledge of all the subjects on which he desired to speak, a sympathy with others so strong that it became magnetic, and a feeling of the value of what he had to say, which became and created enthusiasm. He thus held the attention of his audience, not only instructing and persuading them, but converting them into interested and admiring fellow students.

His mode of teaching, especially in his ready use of the chalk and the blackboard, was a precious lesson to teachers. He appealed at once to the eye and to the ear, thus naturally forming the habit of attention, which it is so difficult to form by the study of books. Whoever learns this lesson will soon find that it is the teacher's part to do the study, to get complete possession of what is to be taught, in any subject, and how it is to be presented, while it is the part of the pupils to listen attentively and to remember. This they will easily do, and, to show that they do remember, they may be easily led to give an account, in writing, of what they have heard. Every lesson will thus be not only an exercise of attention and memory, but a lesson in the English language, proper instruction in which is very much needed and very much neglected. Whenever a pupil does not fully undrestand, the teacher will have the opportunity, while he is at the blackboard, of enlarging and making more intelligible.

Wherever the teacher shall be successful in adopting this true and natural mode of teaching, the poor text-books which now infest the country will be discontinued, and those who now keep school will become real teachers; school keeping will be turned into teaching. When this method is fairly introduced, we shall hear no more of long, hard lessons at home, nor of pupils from good schools who have not learned to write English.

The advent of Agassiz is to be considered a most important event in the Natural History of the country. The example of his character, his disinterestedness, his consecration to science, his readiness to oblige even the humblest and most modest, his superiority to self-interest, his sincerity and absence of all pretention, his enthusiasm in all that is noble—all these recommended not only him, but the science he professed. Never was a life more richly filled with study, work, thought; and all was consecrated, not to the benefit of himself, but to the promotion of science for the good of his fellow creatures.

For many years Mr. Agassiz has seemed to live only for the advancement of natural history, by the building up of his Museum, for which he had collected materials, of the greatest possible diversity, which would, properly cared for and arranged, form a Museum superior in numbers and variety to any similar collection in the world. Shall this great work be allowed to fail?

Let every person who honors the memory of Agassiz, say No! Let every one who regrets that the great main support of the noble structure is taken away, resolve that it shall not fail, BUT that, so far as depends on him and what he can do, IT SHALL GO ON AND BE BUILT AND FILLED, AND STAND FIRM, A GLORIOUS TEMPLE OF SCIENCE FOREVER.

CHEAPENING EDUCATION.

The *Times* is moved to repeat that the "higher education," as it is called, is more of a curse than a blessing when it is made cheap to those who receive it, by the maintenance of the higher institutions of learning at the public expense. The assertion is supported by facts. Here is one fact stated by a New York journal: A lawyer who advertised for a clerk, asking applicants to state their ages, qualifications, and terms, received no less than one hundred replies the first day, from men between twenty and thirty years of age. Some of them were elegant penmen, and none of them inferior. All of them offered to prove that they were acquainted with the routine business of a law office. Some of them were attorneys who had been admitted to practice at the bar, and were graduates of colleges and universities. Several, besides possessing these qualifications, were accomplished stenographers. The wages asked by these men, some of whom had spent perhaps ten years in fitting themselves to earn their living without hard work, was from eight to fifteen dollars a week, or less than is demanded by certain hod-carriers now on a strike in New York.

What is the meaning of this? Is it that services requiring intelligence, skill, and long training in the persons who render

them are worthless than services which require no considerable intelligence and skill in the persons who render them, but only average muscular force, and sense enough to load and carry a hod? It is not that at all. The meaning of it is simply that the supply of educated and skilled servants is greatly in excess of the demand. Certain causes have been drawing men away from those pursuits which may be roughly described as muscular, into those other pursuits which may be roughly described as mental. What are those causes?

One of them is the natural distaste of men for protracted and fatiguing muscular exertion. Very few men find gratification in work. The savage rarely exerts himself after he has supplied his immediate and urgent wants. The civilized man does more because he has learned to bear present discomfort for the sake of a future gratification which he prizes above present ease. Industry arises from the anticipation of future enjoyment, not from the love of labor. When two ways of procuring a gratification are placed before a man, the one easy, the other difficult, he will choose the easier way, if he knows which it is. The natural force of indolence is always impelling men out of the harder into the easier walks of life; that is, out of those that *appear* hard into those that appear easy. This natural force, ever operating to attract men from muscular into mental fields, is happily counteracted by natural resistances. Very few men can render valuable mental services without previous mental training and furnishing. The youth who would be glad to get his living easily by just preaching two sermons a week, or by merely feeling pulses and writing prescriptions, or by simply talking to a jury an hour or two now and then, or in some other way which to his imagination pictures itself as so easy, finds that he must first spend a good deal of money and a good many years in providing himself with the necessary furniture. If he lacks both natural capacity and means, he will probably give up the pursuit before long, and the world will be the richer and the better for his absence from the professions, and his presence somewhere else. Thus when society is left to the action of natural forces and natural obstacles, the tendency is to repress the indolent aspirations of the incapable, and to stock the mental pursuits with those who possess the best natural endowments.

But in spite of the natural obstacles, a considerable number of incapable men will find their way into the mental pursuits. Parents who are zealous in the cause of religion will deny themselves in order to make ministers of good but stupid favorite sons. Rich parents will "educate" boys whose proper place is behind the plow or the jack-plane, and try to make lawyers and doctors of them. Poor boys of limited talents and unbounded self-conceit will hew their way into the professions and die of starvation or disappointment, in spite of the advice of friends. Thus in the natural course of things plenty of dunces will get into the mental pursuits to serve as foils for the really capable. There is no need of artificial forces to supplement the natural ones of indolence, conceit, and the religious zeal and pride parents.

But in this country we have been inventing and applying just such supplementary forces, and breaking down the natural resistances necessary to counteract the natural forces. Every village of a few hundred inhabitants must have its high school, where Latin, Greek, Algebra, Geometry, etc., etc., are taught to all comers at the public expense. Boys are urged on by the hope of prizes and the fear of penalties. Their ambition is inflamed. They are told that by cramming and winning prizes they will make great men of themselves. Parents as well as children are attacked in their weak points. They are flattered through their children. A public sentiment is created in favor of the hot-house high-school system. The over-worked and over-stimulated children children become conceited, irritable, and sickly. They are no longer fit for outdoor labor. They must press on toward some mental pursuit. They are not unwilling, and their parents are generally

anxious. The State, by maintaining these institutions, and still higher ones, at the public expense, takes the place of the fond parent who will make any sacrifice rather than have his son harden his delicate hands with toil. It comes to the support of the folly, the pride, the wealth, the indolent disposition, which would of itself transfer enough incapables from the physical to the mental callings. It aids to the best of its ability in the production of an over-supply of "educated" young men, for whom there is no place in the professions, and who are constrained by sheer necessity to offer their services as lawyers' clerks, tutors, and so on, for less compensation than is received by the common hod-carrier.

It is not forgotten that there are many boys of superior talents whose parents are unable to give them an education, and who are themselves unable to earn their way through college. These boys might be the worse off, and the country might be a loser, if the State should not aid them in the struggle for knowledge. But after all the loss would not be so very great either to themselves or their country, because everybody who has a genuine thirst for knowledge, and a real fitness for the rendering of mental services, will pretty surely find his level in process of time. His advance may be slow, but his footing will be the more secure for that, and his total of opportunities for usefulness not much the less. Among the best mental servitors of the race are found many whose early advantages were small, and who attained their eminence by their own exertions. But suppose some should fall short of their best development in consequence of the withdrawal of State assistance. Better so than that hundreds should be removed from the spheres of their highest usefulness and placed where their services are not wanted and are simply valueless by the officious intermeddling of the State. Better so than that the high schools and universities should turn out scores of graduates every year who are physically broken down, and who can never be more than a burden to society, either as paupers or criminals.

It is in this as in other things. When government goes beyond its proper function, which is to see that justice is done between man and man, mischief is pretty sure to come of it. When it bestows at the general expense that which in the nature of things only the few can possibly possess and enjoy, retribution is pretty sure to follow. When it takes wealth from the many and bestows it upon the few, under pretense of promoting the general welfare, general impoverishment is pretty sure to follow. When it taxes the many in order to bestow upon a few superior learning, an overcrowding of the professions, disappointment, poverty, misery, vice, and crime will be the fruit of its ill-advised policy. In a country where all men are voters, there is a strong argument in favor of communicating the rudiments of knowledge to *all* at the general expense. There is no argument for going beyond that and encouraging the misdirection of energy by making higher education cheap.—*Chicago Times.*

THE BOY AGASSIZ.

(*Concluded.*)

CHAPTER III.—HIS SCHOOLS AND SCHOOLMASTERS.

Louis Agassiz was very fortunate in his school days. The different schools that he attended were all pleasant places. First he went, at eleven years of age, to Bienne, in the western part of Switzerland. After staying there four years, he joined the Academy at Lausanne. Think of going to school at Lausanne! People cross the Atlantic and travel over half of Europe merely to visit this beautiful city. And here Louis lived two whole years, except when at home in the Valley of the Orbe, during his vacations. What a place for a school! The Lake of Geneva, the woody hills all about the town, the gardens and vineyards, and over the blue water stand the Alps. The town is built in a curious fashion on two steep hills, and there is a bridge over the valley to join the streets together. In the centre of the town stands the great cathedral, with its monuments, pictures, and painted windows. Everywhere are pleasant

walks over the hills and down to the water-side, where the steamers call on their voyages round the lake.

We almost wonder how any boy could study in such a place. He would always want to look out the window at the lake or the mountains, or down to the shore and watch the boating and bathing parties. With all his love of nature, Louis was not the boy to neglect his studies. Much as he liked to roam through the woods and study plants and living creatures, he did not think he could neglect his education for such things as these, delightful as they were.

He meant to be a doctor when he became a man, and there was no time to be lost in getting ready. He soon finished his two years at the academy, and left Lausanne, for the Medical School at Zurich. Here again, he is in a town famous the world over for its beautiful scenery. Another lake, more mountains, and charming walks in every direction. Certainly, Louis was favored in his schools. The Medical College at Zurich is one of the best in the world, and we may be sure that he made the most of his chances. He remained in Zurich for two years, and then removed to the University at Heidelburg in Germany, and after that he went to the University at Munich, in Bavaria.

These were the schools he attended when a boy and young man, but at the same time he went to another school and had other and greater schoolmasters. The schools at Bienne and Lausanne and the colleges at Zurich and Heidelburg could not teach him half so much as the great stone book that was always open before him whenever he walked out in the fields or gazed upon the mountains. The Alps were his real school; and the clouds, the books, the silvery waterfalls, the lakes, the glistening fields of snow, and the glaciers were his schoolmasters. We may be sure that every moment that could be spared from his books were given to the study of these things, and that he was ever ready to learn whatever Nature had to tell him. The moment his vacations released him from his book he was off to see where the white and foaming brooks pushed sandy capes out into the lakes. He climbed over the hills and pushed boldly on close up to the edge of the snow-fields to see the pale, delicate, alpen flowers that bloomed so near the ragged ice. He measured the piles of rounded stones and rubbish, thrown up in such vast heaps just where the freezing water rushed in foam out of the green walls of ice that make the bottom of the great frozen rivers called the glaciers. He wondered where such piles of stone came from, and what had made them all so smooth and round. With iron spikes in his shoes and with an alpenstock in his hand, he ventured out over the slippery ice-rivers, and wondered where they came from and if they moved. Everywhere he questioned things and asked what everything meant, and what it was designed to do. The rocky peaks, the snow-fields, and the ice-rivers could not speak, but to the young Louis they had a language he could understand, and in time he would learn its alphabet and perhaps spell out the wonderful things they had to tell.

The birds, the fishes, the brooks, the glaciers, and the mountains all had something to say to him. If he had time he would give his whole attention to them and try to understand them, that he might write it out so that men could see what a wonderful thing this great world is, and how grand and wise the Good Father's plans had been in making it. But that could not be. He must study medicine at the schools and become a good doctor, and learn what to give a girl with a toothache or how to mend a boy's finger when he cut it with his knife.

Perhaps as he saw these things and thought about his studies at the schools, he may have wished that it was different, and that he might always study the rocks and the rivers, the world and all the strange things it held, and leave the medicine to somebody else. As he looked at the glaciers he wondered what such strange frozen rivers meant. They had a secret. No man understood how they came there or how long they had existed, and no one could explain the rounded

stones that lay in such long winrows on the top, or could tell how they got there. What a glorious thing it would be to camp out on the edge of some glacier, just where it seemed to sweep down between two mountain peaks like a river, and to watch it day by day to see if it moved, and to learn all its strange story! If he could only do some such splendid work as this, how gladly would he give up being a doctor and leave the medical schools forever!

It would never do. He could never earn anything in watching the birds and fishes and in roaming over the snow-fields of the High Alps, or in watching the glaciers. It was all a dream, and he must give it up and go to work and earn a living. Well, if it came to that he would go without the money. Perhaps he could earn enough to support himself by teaching, and then he would content himself with a very little, and give his time to the study of the great book of nature.

And so he did. He never became a doctor, but instead of that he had his great wish and studied the rocks, fishes, and ice-rivers and mountains, and men called him the great Naturalist. He never did make much money at it,—he did not care for that. He found out how the glaciers moved; he learned more about fishes than had ever been known before; and he became one of the greatest teachers that ever lived.

All his life long he studied the great picture book of the world, and collected specimens of every bird that flies and every fish that swims. He traveled over the seas and visited many strange countries, and wrote many things about them that you should all learn to read. During a large part of his life he lived in this country, and the Swiss boy who used to fish in the Lake of Neuchatel became the great teacher at Cambridge whom we all knew as Professor Agassiz.

THOUGHTS come into our minds by avenues which we never left open, and thoughts go out of our minds through avenues which we never voluntarily opened.—*Emerson.*

What System of Organization Shall be Adopted?

Except in the cities, the *district* system has generally prevailed in this country. Every one who has given the matter any attention is aware of the disadvantages of this system; and many earnest efforts have been made to remove the evil by a change to what is termed the *town* system.

In some States, the town system has been established by law; in others, enabling acts have been passed *allowing* the towns to abolish the *district*, and establish the *town* system.

The advantages of the town over the district system may here be considered.

1. Under town supervision, the schools would all be of the same length, giving the children in every family an equal amount of instruction: under district supervision, the length of the different schools varies from twelve to thirty-six weeks during the year. And as all parents are taxed equally, according to their ability, to support the public schools, and as every man is interested in the education of every other man's children, all should enjoy equal school advantages.

2. Under town supervision, just so many schools would be established as are needed, and no more. Under the district system, the number of schools is determined by old district lines, without regard to the number of pupils to be provided for. The result is, some of these schools are crowded much beyond the capacity of the buildings to accommodate, and others are so small that the advantages of classification and class emulation are entirely lost. And other evils result indirectly from the same cause. The small schools are likely to employ teachers of a lower grade; to have a more *stingy* outfit, and a less careful supervision.

3. Under the town system, the aggregate expenses of common schools would be much diminished. As at present managed, much money is wasted in building schoolhouses, employing teachers, and in running the schools. I have in mind an instance which will illustrate. There were in the town of L. five schools, in all

of which there were only thirty-six pupils. In *one* other school, in the same town, there was the same number. Now, the *one* school was not too large to be profitable: indeed, it could be managed to much better advantage by a single teacher than the small school of *seven* pupils. This large school was in session twenty-nine weeks during the year under review, at an expense of $260. The five small schools, running the same number of weeks, with less efficient management and less satisfactory results, cost $2,430. This gives us the practical solution in figures which "do not lie." In the large school, the whole expense of twenty-nine weeks' schooling was $7.22 for each pupil: in the small schools for the same time, the actual expense, as estimated in the town report, was $67.50 per scholar. This estimate does not include the interest on the additional amount of school property invested in the five districts compared with the one.

4. Under town supervision, more skilful teachers can be employed, and better furnished schoolhouses provided, and hence much more profitable schools secured. We cannot expect that a district of only two or three families having children to educate will be willing to incur the expense of building a new schoolhouse, and paying high salaries to their teachers.

But, under the town system, all the children in town would be provided for *equally*, and those in the rural districts would enjoy equal advantages with those in the large villages. This would be an important point gained, and would result in establishing good schools in the place of poor ones throughout the the town and state.

5. The crowning advantage resulting from town supervision would be the establishment of a graded school of high order in the centre of the town, which would be accessible to all. This school would have three departments,—the *primary*, the *intermediate*, and the *academic*, —and would afford excellent facilities for every grade of pupils fitting for business and for college. Such a town system of public schools would supplant the common mixed academies, leaving only a few classical schools of high order, and the higher seminaries and colleges, where the graduates of the graded town-schools could finish their education.

6. More complete supervision of the schools would be secured under the town system. The town board of education would naturally be composed of cultivated and efficient men, and would act in concert for the common good of all. They would not only examine, but employ, the teachers; and hence would be able to secure those who are the best qualified and adapted to the different grades of the several schools.

These are some of the many advantages which would result from abolishing the district and establishing the town system. The utility of the change has been demonstrated both in town and state where the experiment has been tried. That will be a fortunate day for the cause of education when this true system of public instruction shall have been everywhere established; and it is the first duty of parents to demand and secure the school system here recommended.—*Orcutt's Parents' Manual.*

Rules for Reciting.—1. Give your entire attention throughout the recitation.

2. Stand or sit erect, and move quietly and quickly.

3. Be independent, and answer in your own words.

4. Raise your hand promptly whenever prepared to answer or criticise, but never speak without permission.

5. Speak distinctly, energetically, and in a pleasant tone of voice.

6. Ask help only during recitation.

7. Criticise closely, but kindly; discuss earnestly, but honestly; and yield gracefully when convinced of error.

8. Speak briefly, stick to the point, and avoid side issues.

It is rare that an unfortunate person has friends; still more that he has relations.

Take help of many, advice of few.

THE PRAYER OF AGASSIZ.

[Mr Whittier, on request, placed his poem, "The Prayer of Agassiz," at the disposal of the Agassiz Memorial Committee, for the futherance of their object. His sympathetic reply to the request for its use is given below:

AMESBURY, 30 3 *mo.*, 1874.

Agreeably to thy request, I send a copy of my poem on Agassiz. It is most fitting that the Teachers of our country should take a prominent part in the testimonial to their beloved master. I am sure they will all esteem it a privilege to thus manifest their love and reverence.

I am very truly thy friend,
JOHN G. WHITTIER.]

THE PRAYER.

On the isle of Penikese,
Ringed about by sapphire seas,
Fanned by breezes salt and cool,
Stood the Master with his school.
Over sails that not in vain,
Wooed the west wind's steady strain,
Line of coast that low and far
Stretched its undulating bar,
Wings aslant along the rim
Of the waves they stooped to skim,
Rock and isle and glistening bay,
Fell the beautiful white day.

Said the Master to the youth:
"We have come in search of truth,
Trying with uncertain key
Door by door of mystery;
We are reaching, through His laws,
To the garment-hem of Cause,
Him, the endless, unbegun,
The Unnamable, the One,
Light of all our light the Source,
Life of life, and Force of force.
As with fingers of the blind
We are groping here to find
What the hieroglyphics mean
Of the Unseen in the seen,
What the Thought which underlies
Nature's masking and disguise,
What it is that hides beneath
Blight and bloom and birth and death,
By past efforts unavailing,
Doubt and error, loss and failing,
Of our weakness made aware,
On the threshold of our task
Let us light and guidance ask,
Let us pause in silent prayer!"

Then the Master in his place
Bowed his head a little space,
And the leaves by soft airs stirred,
Lapse of wave and cry of bird
Left the solemn hush unbroken
Of that wordless prayer unspoken,
While its wish, on earth unsaid,
Rose to heaven intepreted.
As, in life's best hours, we hear
By the spirits finer ear
His low voice within us, thus
The All-Father heareth us;
And his holy ear we pain
With our noisy words and vain.
Not for Him our violence
Storming at the gates of sense,
His the primal language, his
The eternal silences!

Even the careless heart was moved,
And the doubting gave assent,
With a gesture reverent,
To the Master well-beloved,
As thin mists are glorified
By the light they cannot hide,
All who gazed upon him saw,
Through its veil of tender awe,
How his face was still uplit
By the old sweet look of it,
Hopeful, trustful, full of cheer,
And the love that casts out fear.
Who the secret may declare
Of that brief, unuttered prayer?
Did the shade before him come
Of th' inevitable doom,
Of the end of earth so near,
And Eternity's new year?
In the lap of sheltering seas
Rests the isle of Penikese;
But the lord of the domain
Comes not to his own again;
Where the eyes that follow fail,
On a vaster sea his sail
Drifts beyond our beck and hail;
Other lips within its bound
Shall the laws of life expound;
Other eyes from rock and shell
Read the world's old riddles well;
But when breezes light and bland
Blow from Summer's blossomed land,
When the air is glad with wings
And the blithe song-sparrow sings,
Many an eye with his still face

Shall the living ones displace,
Many an ear the word shall seek
He alone could fitly speak.
And one name for evermore
Shall be uttered o'er and o'er
By the waves that kiss the shore,
By the curlew's whistle sent
Down the cool, sea-scented air;
In all voices known to her
Nature own her worshiper,
Half in triumph, half lament.
Thither Love shall tearful turn,
Friendship pause uncovered there,
And the wisest reverence learn
From the Master's silent prayer.

CARING FOR PUPILS.

Many teachers think that their duties end with the instruction and government of their pupils in schools hours. Some do not even know where or how their pupils live. They meet their school as the transient lecturer meets an audience, and from thirty to fifty pupils are treated as if they all have the same home life and the same disposition. Such teachers may instruct well, even in an attractive and pleasant manner, but a little care for and interest in their pupils would add to their usefulness and success. The thought, "The teacher cares for me," touches the heart of the child, and adds a new zest to study.

There are teachers who perform their school duties as faithfully as others, and yet who have hearts large enough for each child to find an individual place therein. When any are absent from school, they find out *why*, and, if sickness be the cause, they either go to see them, or send a note of sympathy, so that both pupils and parents feel that they are remembered by the teacher. If a pupil is difficult to manage, they talk over the matter, in a friendly manner, with the parent,—not to complain of the child, but to find out, if possible, more of its disposition, and the best modes of managing it. Such teachers generally have the coöperation of the parents, as well as the good-will of their pupils. Some portion of the time not spent in the school-room ought to be spent in exercise; then why may not the teacher go, once in a while, to the homes of the pupils? It is true that some of these homes are not very pleasant, but the words of interest and kindness there spoken, like bread cast on the water, may come back to the teacher, ere many days go by, filling the heart with gladness. Then cultivate your pupils' acquaintance more in the school-room, on the play-ground, and in their homes, and you will make life-time friends.

Another duty of teachers is the *physical care* of their pupils. If headache is prevalent among them, its cause should be discovered, if possible, and removed. The room may contain too much foul air, or the temperature may be too high or too low, or the pupils may have played too hard at intermission, with too sudden a suspension of activity on entering the school-room, resulting in nervousness, or palpitation and headache, or a checking of perspiration, with a liability to take cold if checked too suddenly. By mingling with the children at play-time, the teacher can check them, if the play becomes too noisy, or the exercise too violent.

The manner of going up stairs needs the teacher's observation and care, particularly with girls, many of whom go "with a hop, skip, and a jump," taking two or three steps at a time. Laying aside the want of propriety in ascending stairs in this manner, the more serious error is, that it is in direct opposition to the laws of health. The proper way to ascend stairs is to take one step at a time; and to place on the step the whole of the foot, and not merely the toe, as many do. A few weeks after I commenced teaching, I went to my physician, complained of a tired feeling every time I had to ascend the stairs at school, and asked how I could prevent it. He said, "You go up quickly, and only place your toes on the steps, don't you?" I answered, "Yes." He then gave me the rule which I have mentioned above; and after I had broken myself of the habit referred to, I found it not so tiresome to go up and down stairs.

Again, the seating of the pupils with

respect to temperature, should receive attention. After they have once assigned seats to the pupils, some teachers will permit no change. They say, "If I permit one to change because his seat is too near the fire, or another because his is too far, I would have a constant changing, and much disorder would ensue." Severe cold weather does not usually last more than a day or two, and when it does come and it is impossible to get the room comfortably warm in all parts of it, pupils should not be obliged to suffer, lest *perfect order* be disturbed. By going round from place to place in the room, the teacher can ascertain who are in uncomfortable positions, and necessary changes can be made. In this manner countless requests to change seats and complaints of being too warm or too cold may be avoided. When children see the teacher is trying to make them comfortable, they are more apt to wait patiently till they can receive attention.

It is the rule in some schools, that no pupil shall eat his lunch in the school-room at noon. In pleasant weather, this is well enough, but when the weather is cold, or chilly, or damp, children ought to be allowed to eat their lunch in the school-room, if another suitable room is not provided. A noon lunch at school is apt to be cold comfort any way, and no matter how nicely the room may be furnished, children should not be required to stand shivering in the cold to eat it. In answer to the objection that crumbs may be scattered and pieces of food be thrown around the room, and much noise be made, I would say, that there are few children who would refuse to sweep up the crumbs they may make, and the discipline of the school should prevent the throwing of food around the room and the making of unnecessary noise.

It may be objected that this would compel the teacher to remain in the school-room all noon time, and not have any recreation. This need not be the case, except with very small children. The older pupils know *how* to behave properly, and if thrown on their honor, will, as a general thing, be true to it.

The above suggestions are not untried theories. They have been practically tested and proved true.—RUTH C. WAINWRIGHT, *in National Teacher.*

AXIOMS IN EDUCATION.

1. The method of nature is the archetype of all methods, and especially of the method of learning languages.

2. The classification of the objects of study should mark out the teacher and learner their respective spheres of action.

3. The ultimate objects of the study should always be kept in view, that the end be not forgotten in pursuit of the means.

4. The means ought to be consistent with the end.

5. Example and practice are more efficient than precept and theory.

6. Only one thing should be taught at one time; and an accumulation of difficulties should be avoided, especially in the beginning of the study.

7. Instruction should proceed from the known to the unknown, from the simple to the complex, from concrete to abstract notions, from analysis to synthesis.

8. The mind should be impressed with the idea before it takes cognizance of the sign that represents it.

9. The development of the intellectual powers is more important than the acquisition of knowledge; each should be made auxiliary to the other.

10. All the faculties should be equally exercised, and exercised in any way consistent with the exigencies of active life.

11. The protracted exercise of the faculties is injurious: a change of occupation renews the energy of their action.

12. No exercise should be so difficult as to discourage exertion, nor so easy as to render it unnecessary; attention is secured by making study interesting.

13. First impressions and early habits are the most important, because they are the most enduring.

14. What the learner discovers by mental exertion is better known than what is told him.

15. Learners should not do with their instructor what they can do by them-

selves that they may have time to do with him what they cannot do by themselves.

16. The monitorial principle multiplies the benefits of public instruction. By teaching we learn.

17. The more concentrated is the professor's teaching, the more comprehensive and efficient his instruction.

18. In a class, the time must be so employed, that no learner shall be idle, and the business so contrived, that learners of different degress of advancement shall derive equal advantage from the instructor.

19. Repetition must mature into a habit what the learner wishes to remember.

20. Young persons should be taught only what they are cpable of clearly understanding, and what may be useful to them in after-life.*—*Quick's Essays.*

* From Marcel on Language. London, 1853. As M. Marcel shows a thorough mastery of his subject, he may be trusted as giving the commonly received conclusions.

SCHOOL GOVERNMENT.

It is always painful to see a teacher strictly regulating a school by a set of rules and penalties, carefully devised beforehand to meet every emergency. There should be no inflexible laws of the Medes and Persians in the school-room. Such unyielding codes, if adopted for anybody, can only be for adults—never for tender children. A teacher should not be a sovereign making laws for his people—he is more in the place of a father holding his loved children strictly to certain general principles of right and order, clearly and specifically made known to them, but so tenderly studying the natures and circumstances as to adapt his discipline delicately to every changing phase of childhood. Freddy does something which, by a formal application of the rules, would secure him a punishment. The methodical, machine-like disciplinarian would visit him with that punishment, crush some very tender susceptibilities, and make that heart stubborn to him ever afterwards. The fatherly or motherly teacher would see that Freddy had been struggling manfully to avoid that very fault, that he had only slipped into it in an unguarded moment, and that the mortification of his own conscience and the reproof of the instauctor's simple look was punishment enough, while the omission of any more formal punishment would secure the grateful affection of that pupil for coming days.

Especially is a parental and loving discrimination needed in mixed schools. For physiological reasons the applications of the rules should be very elastic and gentle toward the female pupils.—*Conn. School Journal.*

A CLASS in mental arithmetic was questioned concerning the number of men required to perform a certain piece of work in a specified time; the answer given was, "Twelve men and two-thirds." A bright lad, perceiving the oddity of two-thirds of a man, instantly replied, "Twelve men and a boy fourteen years old"—fourteen being two-thirds of twenty-one, the legal age of manhood.

FIRST WRITING LESSONS.

In answer to the question, "Which is the better for the small children to use in their first lessons in writing, a lead pencil or a pen?" A correspondent of the *National Teacher* says: "We first used pen and ink, but, with all the efforts of the teacher in charge, little satisfactory progress was made. The children would quite frequently blot their books, and their writing was very stiff and awkward, owing, as it seemed to us, to the restraint that children always feel when they first use pen and ink. We finally abandoned the plan and tried writing on slates. For this purpose we had all the slates ruled, leaving proper spaces between the lines, and the children provided with *long* slate-pencils, which they were required to hold as correctly as possible while writing. A few used lead pencils and loose paper. An easy copy of elements or principles was written on the blackboard, spaced similar to the slates. The lesson was explained to the children, after which they

wrote carefully for about twenty minutes. There was less restraint than when pen and ink were used, and much more satisfactory progress was made by all the pupils. After using slate or lead pencil for one term, the pupils then begin to write with the pen."

PERSISTENCE VERSUS TACT.

Much has been written and said about the necessity of using tact, both in controlling and instructing children. Now, we all know that a certain amount of tact is not only desirable but almost indispensable to a well-ordered school-room; and fortunate, indeed, is she who possesses a large amount of it. But many who teach are so deficient in this, that the necessity for a substitute is obvious. To such we would say: Persistence is the next best thing, and has the advantage over tact, that it is available to all. It is surprising to see what results can be obtained by mere watchful persistence. First in controlling pupils, as nothing can be done that amounts to anything,, when a room is in a disorderly condition. Many fail, or partially so, by attempting to eradicate too many evils at once. Better begin with one or two faults, and thoroughly conquer them, than to partly suppress twenty. Take, for instance, gum chewing (which seems to assume an epidemic form at stated intervals), and if you watch so carefully that you detect every one who has gum, paper, rubber or anything else in his mouth, you will soon break up the habit, even if there is no penalty, or at least a trifling one. But if the pupil finds he can chew his gum about half the time, undiscovered, he will, invariably, run the risk of detection, and even a severe punishment, rather than give up the practice.

Again, take a case where pupils are noisy in the absence of the teacher, by persistently ascertaing, *every time* you leave the room, who makes the trouble, the fault can be easily cured, by merely administering a mild reproof, or inflicting some slight punishment. If this doesn't answer, take the worst ones with you once or twice, and assure them that if they cannot behave without some one to watch them, they must go with you, and you will seldom be obliged to repeat this many times; for the other children are your powerful allies here, and will ridicule so unmercifully the boy "who has to go with his teacher," that he is glad to behave himself and stay in the room.

The habit of appointing a monitor during absence, is disastrous in the extreme. It is bad for the pupils, and *worse* for the monitor. It allows the children to see that you *do* not trust them, and soon you *cannot*. While it fosters in the monitor the detestable spirit of tale-bearing, and is a strong temptation to exaggerate the faults of enemies and ignorance those of friends. Never exhort, but express approval or disapproval in as few words as possible. Never threaten, and never promise without fulfilling. Do not use the same punishment too many times. It gets to be an old story, and the trespassers know what to expect, and are prepared for it; and it often happens that what punishes one severely, will tickle the fancy of another, and he will commit the fault on purpose to be punished. Of course, such a one should always be disappointed, and either not punished at all, or in an opposite manner. Many of the "hard cases" that come to us, are bad solely because they crave notoriety, and will endure almost any punishment to secure it. Such children should be ignored as much as possible, and if punished at all, it should be done in such a manner as to attract no attention from the other pupils. Some punishment that is useful, is probably the best, such as neatly copying a difficult lesson, or something of that kind; and no work given as a punishment should ever be accepted by the teacher unless it is executed as neatly and accurately as the child is capable of executing it.

The practice of giving pupils several hundred words to write, and thus allowing them to write such words as: are, it, etc., over as many times as they please, is, we think, unwise. The pupil will often brag of how many words he writes nightly, and will write them in an incredibly short space of time. Better give a

few hard words, and require him to arrange them properly, and write them neatly, that it may be a lesson to him in writing and spelling (or some other study), as well as a punishment.

To all, then, we would say: Watch closely the "little foxes," and when the order of the room satisfies you, keep it so, by as close attention to study and lessons as to order; for there is nothing like steady work to keep orderly children in order.—*Chicago Teacher.*

Matthew Arnold's Ideal of a Liberal Training.

[From Higher Schools and Universities in Germany, 1874.]

* * * * *

The ideal of a general, liberal training is, to carry us to a knowledge of ourselves and the world. We are called to this knowledge by special aptitudes which are born with us; the grand thing in teaching is to have faith that some aptitudes of this kind every one has. This one's special aptitudes are for knowing men,—the study of the humanities; that one's special aptitudes are for knowing the world, —the study of nature. The circle of knowledge comprehends both, and we should all have some notion, at any rate, of the whole circle of knowledge. The rejection of the humanities by the realists, the rejection of the study of nature by the humanists, are alike ignorant. He whose aptitudes carry him to the study of nature should have some notion of the humanities; he whose aptitudes carry him to the humanities should have some nature. Evidently, therefore, the beginnings of a liberal culture should be the same for both. The mother tongue, the elements of Latin and of the chief modern languages, the elements of history, of arithmetic and geometry, of geography, and of the knowledge of nature, should be the studies of the lower classes in all secondary schools, and should be the same for all boys at this stage. So far, therefore, there is no reason for a division of schools. But then comes a *bifurcation*, according to the boy's aptitudes and aims. Either the study of the humanities or the study of nature is henceforth to be the predominating part of his instruction. Evidently there are some advantages in making one school include those who follow both these studies. It is the more economical arrangement; and when the humanistic and the real studies are in the same school, there is less likelihood of the social stamp put on the boy following the one of them being different from that put on a boy following the other. Still the *bifurcation* within one school, as practised in France, did not answer. But I think this was because the character of the one school remained so overwelmingly humanistic, because the humanist body of teachers was in general much superior to the realist body, and because the claims of the humanities were allowed to pursue a boy so jealously into his *real* studies. In my opinion, a clever *Realschuler*, who has gone properly through the general grounding of the lower classes, is likely to develope the greater taste for the humanities the more he is suffered to follow his *real* studies without let or stint. The ideal place of instruction would be, I think, one where in the upper classes (the instruction in the lower classes having been the same for all scholars) both humanistic and *real* studies were as judiciously prosecuted, with as good teaching and with as generous a consideration for the main aptitudes of the pupil, as the different branches of humanistic study are now prosecuted in the best German *Gymnasien;* where an attempt is certainly made, by exempting a pupil from lessons not in the direction of his aptitudes, and by encouraging and guiding him to develope these through *Privatstudien*, to break through that Procrustean routine which after a certain point is the bane of great schools. There should, after a certain point, be no cast-iron course for all scholars, either in humanistic or naturalistic studies. According to his aptitude, the pupil should be suffered to follow principally one branch of either of the two great lines of study; and, above all, to interchange the lines occasionally, following, on the line which is not his own line, such studies as have yet some connection with his own line or, from

any cause whatever, some attraction for him. He cannot so well do this if the *Gymnasium* and the *Realschule* are two totally separate schools.

His doing it at all, however, is, it will be said, only an ideal. True, but it is an ideal which the modern spirit is, more and more, casting about to realise. To realise it fully, the main thing needful is, first, a clear central conception of what one can and should do by instruction. It is secondly, a body of teachers in all the branches of each of the two main lines of study, thoroughly masters of their business, and of whom every man shall be set to teach that branch which he has thoroughly mastered, and shall not be allowed to teach any that he has not.

Peep Through the Door of a Kindergarten.

I found the children of the Kindergarten in a pleasant bustle of preparation for the coming holidays, when I went into the room yesterday morning. The spirit of Christmas seemed to have taken possession of each little child, and eager fingers, grown skillful through much exercise in Kindergarten occupations, fairly flew at the pretty work.

At one table the little ones were perforating. The teacher passed to each a soft cushion and a perforating tool. The square portfolios came next—bright envelopes, with the owner's name in large letters upon the outside. The bright eyes watched the package in the teacher's hand, and I was surprised to notice that each knew his own name though the letters were *written*, and the children were all under six years of age. The teacher explained this marvel to me by saying,—

"O yes, they all know their names; they look at them so much, that many of them can write them. When they go into the next department they will be taught to write, at the same time that they are taught to read."

The portfolios were placed in the right hand corner of the square, the idea of order being never lost sight of for a moment in this "paradise."

When Miss J. began to count, the work was quickly taken out, the mat or cushion placed with the greatest precision in front of the child, and the busy little fingers were at work. The pattern to be perforated is drawn upon very thin paper, which is then gummed to a piece of bristol board, and the child, with a tool, makes little pricks along the lines. A very pleasant murmur of voices kept time to the funny sound of the needles, but the children never paused in their task. Each seemed intent upon doing as much as possible during the appointed time. Not a look of weariness did I see on any face, but all were interested and happy. They talked about the different animals, flowers, plants, insects, and figures drawn upon their papers, and compared notes; occasionally their kind teacher told bits of stories about this or that picture. In this way many little lessons in Natural History, Botany and Philosophy were given.

"Now," said Miss J., "I must come around and look at your work."

Those who had done well she encouraged, those who had been careless she helped and smiled upon, and these were incited to fresh effort. She told me that the occupation of perforating immediately preceded drawing and writing, and said it was most wonderful, but true, that the hand grew steady in a short space of time, when exercised in this work. A bright little girl, hearing her last remark, paused, with needle half raised, and exclaimed:

"Oh, my grandpa needs perforating *dreadfully;* his hand is so unsteady that sometimes he spills his coffee!"

The older children had cards instead of cushions, and finer tools; and much of their work was "pricked full," that is, certain portions filled with small holes, which had the effect of raising the work, and this was very showy and beautiful.

But the finest of all was that done by the children at Miss Hamilton's table, some specimens of which Miss J. took from a glass case to show me. These were perforated very full, and afterwards colored with crayons or paints. There were birds of many hues, flowers and green leaves, patterns for embroidery,

and—I cannot tell what more—but they were really works of art in themselves. It was funny to hear a little voice ask, now and then—"Shall I perforate the dog's tail now Miss J.?" or "Shall I put in the boy's eyes next?"

They were always turning their cards to get the effect of their work, and fancying resemblances to something, as "O, Mamie, just look at mine! There's a figure H on the horse's back!" or "Jennie, Jennie! look quick at my figure two, and there is a right-angled triangle."

One little boy had a tiger, and asked all sorts of questions about it, which were cheerfully answered by the teacher. He seemed to be trying to recall something, and at last he exclaimed, "O, I know now—I saw one a great many years ago in Central Park (he was not quite five) and I remember he looked fierce just like this one."

The sound of a bell was heard and the little ones, with many an audible sigh, put away the pretty cards, and went out for recess, which I heard one little thing wish, as she went past me, *would not come so soon!*

Entertaining study seldom tires.—*Rural Home.*

A VISIT TO TWO SCHOOLS.

One pleasant afternoon a few weeks since, anxious to enjoy a walk, I thought to visit a Union Free School not far distant. From the reports which had gone forth concerning this school, its principal, and the success with which he was meeting, in governing and leading it to a high standard of scholarship, I felt in entering that I would have the pleasure of witnessing the workings of a body of students far advanced, at least in common, English branches.

In anticipation of this, I presented myself early during the afternoon session, and saw and heard the following. The first class called was one reading history and was composed, on that occasion, of twenty boys and girls from 14 to 20 years of age. This class read according to their numbers, and it soon became evident, that about all each member endeavored to do concerning the exercise was to mark the part which would come to him or her that there might be no mistake. After doing this and reading their respective parts, the remainder of the time given to the recitation most of the girls spent in whispering, writing notes, and looking about the room, while the boys amused themselves in the laudable enterprise of pulling fingers, pricking each other with pins, and comparing pocket knives, in doing all of which they appeared to be very skillful. Thus the exercise was finished.

The members of this class seemed to have forgotten or never to have known that by following the text as each read, noticing the pauses, pronunciation, emphasis, and spelling of the words, they could learn much more than by simply reading. The exercise read gives information in regard to the character and reign of Charlemagne, which certainly ought to be of interest to students of the ages of those composing this class. That I might not form an incorrect opinion, at the request of the teacher, I made several inquiries of different members of the class concerning what they had just read, and, after considerable effort, failed to learn from them what were the *Capitularies* of Charlemagne, what was his policy in regard to the church, what he did for education in his time, or what was his character or the nature of his reign. All that I succeeded in eliciting, which was at all correct, was that "He must have been a very large, powerful man as he was nearly eight feet in height." By a subsequent inquiry I ascertained that this was the every day method of conducting this exercise, that the teacher seldom explained the meaning of a phrase or sentence, and never questioned the class concerning the information given by the text.

Recitations in Arithmetic, Algebra and spelling were called, but they failed to show scarcely more knowledge of the subject than the reading. The teacher volunteered the information that the arithmetic class was a good one, had gone over nearly the whole book, and from the answers given to a few ques

tions, I came to the decided conclusion that the class *had gone over* nearly the whole book and that this was all. On the day of my visit the recitation was concerning cube root, and I am confident, that the majority of the class really knew nothing at all about the subject. More than half the class could not find the root to an example containing two periods of figures, while several could not explain the method of finding the cube of any body. This class were unable to show why the divisor is inverted or considered so, in division of fractions, also, where in the quotient the decimal point must be placed, in division of decimals.

To any person acquainted with the management of schools it must be evident that this was almost anything but a quiet, orderly and interesting one, that the minds of the pupils were not engaged with their studies, that they had very little respect for each other and apparently none for their teacher, though he posseses many excellent qualities and is undoubtedly an industrious and thorough scholar, —a much better one than the majority of teachers, occupying positions similar to his. But he lacked the calmness, the unvarying kindness and firmness, the power to win friends and to lead, which is so essential to the success of the teacher. It was evident that the reins of government had slipped through his fingers, and that they were lost to him, with this little host, forever.

A few days since being in the vicinity of another Union Free School and a little curious to witness its workings, I availed myself of the opportunity to visit it. By inquiry I had learned that this school was about equal, numerically, to the one just described, and as they had enjoyed nearly equal advantages, as was supposed, they were considered to be about equally advanced. In order to ascertain its real standing as to deportment and scholarship, so far as possible, I entered soon after the opening of the afternoon session. The following came under my observation.

In a short time, at the sound of a small bell, there arose without delay a dozen or more girls from 10 to 12 or 13 years of age. The bell sounded again, and they stepped to the recitation seat. It was a reading class composed, on that day, of small girls. Without hinderance the exercise began, the teacher calling promiscuously upon the members. Each one gave her individual attention to the recitation and read the part assigned, in a clear and sufficiently loud tone, noticing the pauses and reading nearly as she talks. If a mistake was made in the pauses, pronunciation, or emphasis, it was noticed at once, and corrected by several, for the whole class were on the watch for mistakes. This was done in so quiet yet earnest a manner, that one could not fail to take pleasure and a lively interest in the entire exercise. It was done too without a whisper being interchanged. During the reading the teacher took occasion to ask questions in regard to the text, and to explain to the class the meaning of such phrases and sentences as he thought they might not fully understand. In this way the exercise was again made interesting and one that would attract the attention of the most stupid pupil.

This exercise showed some of the many ways which an ingenious teacher can devise to make a study, which is sometimes dry, interesting, and that one of the mottoes of every school should be "understand as you go," for when a class advances farther than that, its members are only wasting the precious time of their youth. Other recitations were listened to, and the members of the various classes showed, with scarcely an exception, the same degree of thoroughness and order which had characterized the recitation of the young readers. The answers given to a few questions were a sufficient proof that this school had not convened daily without making progress. Not only were questions answered correctly but the *whys* and *wherefores* were given. Every recitation had a time and was in its time, as near as was consistent with the welfare of the class, every member of the school was held to his work and understood there could be no shirking, no failures without making them good.

The teacher on his part did his work thoroughly and well. There was no hurry, no fretting, no unpleasant word, no partiality. If reproof was necessary it was given in a kind yet firm manner which told the pupils, in no mistakable way, that the teacher was their friend as well as master, and they recognized him as such.

These two schools were entirely unlike; the one was quiet, orderly, progressive, and cheerfully performed every duty; the other was noisy, confused, performing a part of its duties with reluctance, and leaving others undone. The one was almost the perfect school; the other was nearly its opposite.—*N. Y. State Ed. Jour.*

THE TRUE NATURE OF MAN.

Now, what is *Nature?* We use this word carelessly, as signifying the great material world outside of ourselves. When it is applied to man we often signify by it simply his primitive condition. When used in regard to the individual, it signifies that which he is at his birth—his untaught, untrained self—his primary status in this world before he has developed anything.

Now, I protest against this use of the word *nature.* Man is not by nature what he is when he begins. In the whole realm of the world outside, that lives in the vegetable kingdom and in the animal kingdom, we do not reason so. We do not consider that to be the nature of a plant which you find when it sprouts. We wait until every seed has brought forth the fullness of what is in it, and that we call its "nature." We look not in the acorn to know the nature of the oak, but in the tree a hundred years grown. We look not in the wild rice of the wilderness to see what the nature of the grain is, but in rice that has been cultivated and perfected. For the nature of cereals we look not at them, small and shriveled where no hand hath reared them; but we look at them where by the skill of man they have been enabled to develop themselves to the uttermost bounds and limits. We do not look at the lion's cub, blind and sucking its dam, and call that a lion. We wait until it is clothed with power,—then we see the lion and the lion's nature. We do not look at the poor unfledged and callow eaglet, opening its mouth and receiving food from the parent bird, and call that an eagle. It is only when he lifts himself up with power of wing and reach of vision that we call him the king of birds. His nature is not at its puling beginnings, but the other end.

And why should we take the human race at their seed-end, and call that a man's nature which he is at the outset, when he is raw and undeveloped, instead of calling that his nature which he is when he is ripened and unfolded, and which the mind of God had in view when he created him?

So, then, man's nature does not lie where he began, but the other way. It is that which he may become. Man's true nature is that which he is when, under right conditions, under proper culture, and under the stimulating influence of the divine Soul, he has been carried on in development, in harmonization, to perfectness. What a man reaches when he is harmonized with himself and with God—that is his nature.

NEED FOR EDUCATION.

When animals are born, there are but three letters to the alphabet of their faculties, as it were—A, B, C; but when men are born there are twenty-six or more letters to the alphabet of their faculties. Take a lion, for instance. There can be only six permutations of his three letters; and the lion soon goes through them all, and grows up to his full self,—and he does it without a schoolmaster. But no man grows up to his full self without a schoolmaster. The ages have to wait for men. The beginnings of the human race are unsusceptible to the full development of human character. That is a thing so large and so glorious that it takes not simply the limits of one man's life, but ages to develop it; and it goes on becoming larger and larger in every generation; and the world will come to its full power and supreme glory only when the ultimate conditions of human character are

reached, which are so complex because man is so rich in his endowments; because there are so many organ-stops in him; because there are so many alphabetic initials, making as many variations in his experience as the letters of our language make words in literature. It is a large and a long work, to bring to perfection that which God meant in man, and which ought to be expressed by the word *Nature*. When a man is developed up to his true nature, the reason, every part of it, must be brought to its full; the moral sentiments, each one of them, must be brought to their full; the social faculties must be brought to their full; every part of the mind must be brought to its full; and each must learn its role. Consider how many faculties there are which go to constitute the reason; and consider that each one has to learn not only its own trade, but has to keep good neighborhood with corresponding faculties. Consider how many sentiments there are in a man's moral nature; and consider that each one of these has not only to learn to perform the functions of its own sphere with full power, but that it also has to co-operate with the others. Consider that every part is to grow strong, and is also to grow concordantly with the rest.

There is this necessity of education or development in each man's natural state —not the state in which he is born, but the state *for* which he was born, and to which he is to come by the gradual birth of four score years or more; and your business, as an educator, is to bring him to that.—HENRY WARD BEECHER, *in Christian Union.*

FEMALE EDUCATION.

So long as the differences of physical power and organization between men and women are what they are, it does not seem possible that they should have the same type of mental development. * * The aim of female education should manifestly be the perfect development, not of manhood but of womanhood, by the methods most conducive thereto; so may women reach as high a grade of development as men, though it be of a different type. * * Inasmuch as the majority of women will continue to get married and to discharge the functions of mothers, the education of girls certainly ought not to be such as would in any way clash with their organization, injure their health, and unfit them for these functions. * * Experience may be left to teach them, as it will not fail to do, whether they are right or wrong in the ends which they pursue and the means in which they pursue them. If they are right, they will have deserved well the success which will reward their faith and works; if they are wrong, the error will avenge itself upon them and upon their children, if they should ever have any. In the worst event they will not have been without their use as failures; for they will have furnished experiments to aid us in arriving at correct judgments concerning the capacities of women and their right functions in the universe. Meanwhile, so far as our present lights reach, it would seem that a system of education adapted to women should have a regard to the peculiarities of their constitution, to the special functions in life for which they are destined, and to the range and kind of practical activity, mental and bodily, to which they would seem foreordained by their sexual organization of body and mind.—HENRY MAUDSLEY, *in the (English) Fortnightly Review.*

OBJECTIVE TEACHING.

In his address to the School Committee of Teachers of Boston, on his return from Vienna, Mr. Philbrick said that a school in that city, corresponding in the main with an American High School, has apparatus and other provisions to illustrate the regular studies of the school which cost the sum of *twenty-five thousand dollars;* and furthermore, that there is not a single article which does not perform some positive practical service. There is nothing merely for show.

The Commissioner brought home nothing more pregnant with wholesome suggestion, if only the American public is wise enough to discover and apply it.

For either this Vienna school has wasted a vast amount of money in a ridiculous way, and is encumbered with a museum of superfluous trash, or else its collection of illustrative aids to its studies puts the indifference of American thought and the nakedness of American schools, as to the value and supply of such aids, to humiliating shame. Here in America we plainly do not believe in objective or illustrative teaching to any extent, so far as schools are concerned. We prefer to believe in *words*. The statements of the text-books are the evangels of our systems of education. These statements—how Agassiz abhorred this vicious dependence!—are the miraculous artists, whose rich and faithful sketches are to paint on the susceptible and appreciative imaginations of your youth lively and accurate pictures of the objects which are referred to in the progress of study, and are the subjects of investigation. The facts in the case prove this. Gather together into one collection, all the apparatus and objects of every sort intended to illustrate their studies to be found in all the public schools of Massachusetts, high and low, and allowing an equivalent money value to everything that is positively useful, what would be the worth of the whole? Would it more than quadruple the worth of the museum of that one school in Vienna? We doubt it. For a large portion of our public schools have literally nothing of the sort; as many more, including some of great pretension as excellent schools, can boast the possession of only a few maps and a globe or two, and less than half a hundred monopolize at least nine-tenths of all such existing provisions.

And even this half a hundred really offer few exceptions to our sweeping statement. For so limited are the purposes which their apparatus and cabinets are intended to serve, that the absence of any general principle as to the value of objective teaching is rendered all the more notable. Take from what are considered to be well-furnished schools their apparatus to illustrate natural philosophy and their cabinets of minerals, and scarce anything worth naming will remain.

Yes, in this country, we believe implicitly in talk and text-book. Our school authorities believe in them; too many of our teachers believe in them. Word-pictures of the objects referred to in their studies are all-sufficient to stock the intelligence of our youth with the forms, specialties, and relations of things. The result is that the perceptive faculties have no training which rouses them into activity and sharpens them into accurate discrimination; the brains of our youth are filled with indefinite or distorted images; and numbers of words, which should be known and valued as the symbols of precise realities, are as loose in their meaning as are the conceptions of what they are intended to represent, so that they are not adopted by the mind into its vocabulary. This is miserable work for schools.

Is not all this strictly true? How can it be otherwise? What is the value, comparatively speaking, of the description of things in words? Take even one of the maturest classes in one of our High Schools: let the most consummate master of word-painting describe before that class an object, the like of which they have never seen, presupposing it to be somewhat complicated in structure; then let the several members of the class undertake to draw (we will give them all credit for knowing how to draw) a representation of the object from that description, and what would come of it? Would not some of them be ludicrously incorrect? Would not some hesitate to attempt any sketch at all, because they had received no definite impressions?

And if this would be the case with High School scholars, how immeasurably exaggerated the difficulty becomes when the immature minds of younger scholars are the subjects of the experiment, and when the artist is not an accomplished expert but only an ordinary teacher.

You cannot rely upon words to give correct images of unknown things. It is not one of their functions; and no multiplication of them, or strain of their meaning, will endow them with it. And what are we to think of the quality of

the instruction going on in the most of our schools, when their sole dependence to convey accurate conceptions of the objects referred to in the progress of the studies is upon words?

But put before a class the object itself. Let no words whatever be spent on description, but let the scholar's eye furnish his intelligence with all details, while the teacher makes the applications for which the object was referred to. And if the attention has been properly arrested, the impressions on the mind will be correct and lasting. There can thenceforth be no misconception, no vagueness, no mistake. The scholar has seen *the very thing!*

Such are the elements of real, productive knowledge in relation to the material world. Everything beside is only a pretension and a sham.

It seems a wonder that these truths, which are as appreciable as they are fundamental, do not make teachers more restless than they are under the privations to which they are subjected in this regard. One might anticipate that from all the naked school-houses of the State would rise to heaven one ceaseless wail of intolerable annoyance, and the clamors of a protest so earnest that self-satisfied, easy-going public opinion should receive a healthful shock, and apply itself to the removal of the great reproach. But we have found an idea to be quite prevalent among teachers that a certain discipline of mind is associated with its struggles to form satisfactory images from verbal descriptions, and that merely to exhibit to scholars the objects themselves is to deal with them in a superficial way and produce only evanescent impressions.

In the minds of teachers who think thus, there is evidently a supposed analogy between the efforts of the mental powers to comprehend and evolve principles, and of the imagination to construct images under such conditions. But how utterly diverse the two! The one is the normal exercise of power to make deductions from determinate data: the other is an impotent effort to work successfully on shadowy or imperfect materials; the one is healthful and profitable: the other is harassing, ineffectual, and worse than useless. Discipline! Mere task-work of itself is not necessarily discipline. It is as likely to be the pathway of mental anarchy.

Objective teaching superficial, and its impressions evanescent! Would that school authorities, by furnishing the school-houses with illustrative apparatus, would give the teachers opportunity to try it for a generation! There would never have been such effective teaching in the land.

They understand these things better in Vienna, it seems. Twenty-five thousand dollars in furnishing a High-School house for objective teaching! On what could they have spent it all? We have taken the pains to inquire, and have learned enough of a part to justify supposition as to the rest.

Imprimis, there is a fine apparatus for experiments in Natural Philosophy Then there is a cabinet of minerals and fossils to illustrate Geology. There is a splendid museum of preserved specimens in Natural History,—animals, fishes, insects, shells, etc. Physiology has its complete and admirable cabinets, Architecture its various models, and Commerce its orderly array of the products of every clime, so far as practicable, as they appear in growth and in the processes of manufacture. The fauna and flora of the world contribute a complete outfit for the study of Botany, and the arts, the pieces of mechanism through which they accomplish their wonderful fabrications. Outside of these and other provisions which pertain to specific subjects, there is a large miscellaneous collection of the various objects which are likely to be referred to in the progress of study, and which the youth ought to be practically conversant with.

What a marked and effective character the teaching must have in a school so furnished! What a stirring up there must be of the perceptions in connection with every study, what vivid and accurate impressions, what open doorways into the loving embraces of Nature herself, what stores of data for the profitable activities of thought!

Let us hope that public opinion, in this, as in other important regards in reference to the great interests of education, is destined to a speedy renovation, so that it shall come to be felt that for want of such assistance, in American schools at large, there is inevitably a radical defect in the education they furnish. Mention has already been made of Agassiz, and his hatred of American trust in verbal descriptions instead of having recourse to the objects themselves. He was intensely interested to introduce a very different kind of instruction. Model learner as well as teacher, his books had been furnished him in good part by Nature herself, and he admirably illustrated in his own person the surpassing value of such a resource. When his eager pupils on Penikese gathered about him for their first lesson, he only said,—Our first study will be the formation of this island. Go out over it, and see what you can find that will tell you something.

They went out. They critically examined rock-masses, bowlders, gravel, abrasions, grooves, heights, depressions, shores, and thus obtained the alphabet of the knowledge which expanded to whole pages, bright with imperishable illumination, before the season was over.

Two suggestions, and we will close these cursory remarks on a subject that is of more than passing importance.

First, let no teacher be afraid of too much objective teaching, provided always that the objects exhibited to a class—if above the primary grade—are introduced in the right connection to illustrate *subjects*, and not to concentrate the attention exclusively upon themselves. The latter is *object teaching*, and only to be practised with minds in the early stages of development.

The more a subject is illustrated by its appropriate objects, the clearer and fuller become the conceptions of it, the more lasting its productive suggestions, and there is no abridgment thereby of mental activity and discipline; but on the contrary, the faculties become all the more intensely and profitably engaged. The matter, when rightly done, cannot be overdone.

The second suggestion we would make is, that it is often as necessary to place before the eyes of scholars the objects which immediately surround them, and which they might reasonably be supposed to be intimately familiar with, as those which are ordinarily beyond their observation. The perceptive faculties must be specially trained to do their allotted work, or they are likely to neglect it altogether. It is astonishing to mark how the mass of mankind passes through the world as if almost literally blind and deaf, beholding a thousand things, day by day, yet getting no discriminating impressions of their parts and properties. "Seeing, they see not; hearing, they hear not; and they do not understand."

The writer was immediately laughed at by some members of the school committee of a sea-port town, not long since when conversing on this topic, because he happened to remark that it would be well for each school to have models of the various kinds of vessels in their illustrative cabinets, so frequent are the references in literature to the parts and purposes of sea-going crafts. "Models of vessels in the school-houses of this city," exclaimed one of them derisively, "when almost every child sees vessels as frequently as he sees houses!"

"Let us test the need," was the writer's reply. So we went into a grammar school and put questions to its first class; and out of forty-six present, only three knew what the *hatchway* of a vessel is, only five knew the position and uses of the *keel*, and only a few of the boys could tell the distinction between *cabin* and *hold*. The committe-men incontinently subsided.

At the examination of a country school, a few weeks ago, the piece given out to be read by a class of quite mature youth —boys and girls—was Mrs. Stowe's sweet little pastoral, "The Daisy's First Winter." In it she tells of the flowers that grow in the pastures and by the brooks, —the arrow-heads, the pickerel-weed, the silver-weed, the azalias, the blood-root, and others of the beautiful sisterhood; and of those youth, who had all their

lives had daily intercourse with these flowers, beholding their wondrous beauty on every side, trampling them under foot in every walk, there was not one who knew their names, or seemed to have ever given them a thought.

And this proved, on further inquiry, to be a fair sample of their utter ignorance in all details of that wonder-fraught and teeming Nature whose glories were as common to them as the day; yet their teacher was proud enough that they had gone through cube root, and could answer the questions at the bottom of the pages of the geography. And this is what multitudes in America call getting a good, thorough education!—*Massachusetts Teacher.*

VOLUNTARY ATTENDANCE.

[The following Paper was read before the Ohio College Association, by Prest. E. T. Tappan, of Kenyon College:]

In the discussion of this subject, it is taken for granted that attendance is a good thing—good for the student.

Whether the occasion be for recitation, or lecture, or study, or exercise, or sleep, or for religious service, the propriety of the thing done is now in question; it is assumed that authorities expect and invite attendance only when it ought to be given.

Voluntary attendance is better than compulsory. The will can be and ought to be educated, and like every other faculty, the best method of developing its strength is by exercise. Freedom ennobles, compulsion degrades; therefore, attendance should be voluntary.

However, observation has taught some of us that a noble youth endowed with free will, may choose to attend—he may choose to be absent. In fact, the voluntary element may defeat the original good so that there is voluntary non-attendance. By adhering to the mode, the substance is lost. The proposition, attendance should be voluntary, must then be understood with the addition that absence should not be voluntary.

This is enough to show that theory is not all that is wanted.

The question is a problem, and may be stated: how to secure attendance and yet make it voluntary. Here we notice, that except in the extreme case of a child bodily carried to school, there is more or less of the voluntary element in all attendance. Where the penalty for truancy is a flogging, the exercise of the pupils' will is at a minimum; there is more freedom as the penalty is lighter, or as the reward for attendance is diminished. Practically attendance may be called quite voluntary where the only motives used are the sense of duty, desire to gain knowledge, and the approval of the teacher. Since then freedom and compulsion are capable of so many gradations, the problem may be stated: how to secure attendance with the least amount of compulson.

In nearly all sciences a good statement of a question is half of the solution. It is so in this case.

The compulsion which may properly be used depends upon,

1st. The age of the pupil, growing less as the age increases.

2d. The character of the school, being greatest in a private, home school, and least in a professional school; and

3d. Upon the individual character of each pupil.

In primary schools for children, there should be all the compulsion that is necessary, combined with the system of rewards, to secure punctual and regular attendance. The habit of attendance may be easily formed at an early age. If this were done generally the question of voluntary attendance in our colleges would present much less difficulty. In the law, medical, and other professional schools, the students are supposed to be beyond the age of tutelage; these habits are already formed; they are about to engage in the earnest work of life, they appreciate the advantages of regular attendance, or if they do not it is their own affair. If in such schools degrees are conferred only upon fancy passing rigorous examinations, then the attendance may be vol untary. It may be the same in some universities, where the students are of mature age, and are pursuing special

courses of study, similar to professional studies, and with the same conditions as to rigorous examinations.

In colleges and universities, where students are pursuing studies for universal culture, as in the case in all the colleges of Ohio, the students are not generally at mature age at entrance, and ought not then to be left to the government of their own wills. When they leave these schools, however, they have unusually arrived at maturity, and are placed in situations where they have entire control of their own conduct. It is proper, therefore, that their government should look to this end, they should be more and more at liberty, so that when they leave college they may be ready to quit themselves like men.

Besides public and private advice the means which may be used properly, to compel attendance of college students are much more restricted than in schools for younger persons. The following are suggested:

1. Keep a record of absence and tardiness, specifying that which is sufficient excuse.

2. Unless circumstances make it impossible, excuse for absence should be obtained in advance.

3. After unexcused absences, give a written admonition to the student.

4. After more unexcused absences, give a second written admonition to the student, and send a special report of the case to the parents.

5. After more unexcused absences, the delinquent should be suspended or dismissed as unfit for a college education.

6. At the end of every term send a detailed report of all a student's absences, excused and unexcused to his parents, guardian, or next friend.

7. In these term reports call attention to the irregularity of every student who has had an admonition during the term.

8. In the college records, a student's standing should be somewhat dependent upon his punctuality and regularity.

This last item, is in my judgment strictly just. The college standing ought not to depend upon scholarship alone. I am not willing to ignore any moral element that can be estimated. No wise man does in common affairs, and teachers ought to be the last to act as if intellectual achievements were all that makes a man worthy of honor.

In my own experience, nothing has had better effect than frequent appeals to home influence. A few earnest words from a father have resulted in wonderful reforms. Four years ago the average of unexcused absences in Kenyon was about one in two weeks to each student; during this year (1873) it has been about one in five weeks to each student; and the change seems to have been accomplished by persistent attention to individual cases.—*National Teacher.*

IN THE LABORATORY WITH PROF. AGASSIZ.

BY A FORMER PUPIL.

It was more than fifteen years ago that I entered the laboratory of Prof. Agassiz, and told him I had enrolled my name in the scientific school as a student of natural history. He asked me a few questions about my object in coming, my antecedents generally, the mode in which I afterwards proposed to use the knowledge I might acquire, and finally, whether I wished to study any special branch. To the latter I replied that while I wished to be well grounded in all departments of zoology, I purposed to devote myself especially to insects.

"When do you wish to begin?" he asked.

"Now," I replied.

This seemed to please him, and with an energetic "Very well," he reached from a shelf a huge jar of specimens in yellow alcohol.

"Take this *fish*," he said, "and look at it; we call it a Hæmulon; by and by I will ask what you have seen."

With that he left me, but in a moment returned with explicit instructions as to the care of the object intrusted to me.

"No man is fit to be a naturalist," said he, "who does not know how to take care of specimens."

I was to keep the fish before me in a tin

tray, and occasionly moisten the surface with alcohol from the jar, always taking care to replace the stopper tightly. Those were not the days of ground glass stoppers, and elegantly shaped exhibition jars; all the old students will recall the huge, neckless glass bottles with their leaky, wax-besmeared corks, half eaten by insects and begrimed with cellar dust. Entomology was a cleaner science than ichthyology, but the example of the professor, who had unhesitatingly plunged to the bottom of the jar to produce the fish, was infectious; and though this alcohol had "a very ancient and fish-like smell," I really dared not show any aversion within these sacred precincts, and treated the alcohol as though it were pure water. Still I was conscious of a passing feeling of disappointment, for gazing at a fish did not commend itself to an ardent entomologist. My friends at home, too, were annoyed, when they discovered that no amount of *eau de cologne* would drown the perfume which haunted me like a shadow.

In ten minutes I had seen all that could be seen in that fish, and started in search of the professor, who had however left the museum; and when I returned, after lingering over some of the odd animals stored in the upper apartment, my specimen was dry all over. I dashed the fluid over the fish as if to resuscitate the beast from a fainting-fit, and looked with anxiety for a return of the normal, sloppy appearance. This little excitement over, nothing was to be done but return to a steadfast gaze at my mute companion. Half an hour passed,—an hour,—another hour; the fish began to look loathsome. I turned it over and around; looked it in the face,—ghastly; from behind, beneath, above, sideways, at a three quarters view, —just as ghastly. I was in despair; at an early hour I concluded that lunch was necessary; so, with infinite relief, the fish was carefully replaced in the jar, and for an hour I was free.

On my return, I learned that Professor Agassiz had been at the museum, but had gone and would not return for several hours. My fellow-students were too busy to be disturbed by continued conversation. Slowly I drew forth that hideous fish, and with a feeling of desperation again looked at it. I might not use a magnifying glass; instruments of all kinds were interdicted. My two hands, my two eyes, and the fish, it seemed a most limited field. I pushed my finger down his throat to feel how sharp his teeth were. I began to count the scales in the different rows until I was convinced that that was nonsense. At last a happy thought struck me—I would draw the fish; and now with surprise I began to discover new features in the creature. Just then the professor returned.

"That is right," said he; "a pencil is one of the best of eyes. I am glad to notice, too, that you keep your specimen wet, and your bottle corked."

With these encouraging words, he added,—

"Well, what is it like?"

He listened attentively to my brief rehearsal of the structure of parts whose names were still unknown to me: the fringed gill-arches and movable operculum; the pores of the head, fleshy lips, and lidless eyes; the lateral line, the spinous fins, and forked tail; the compressed and arched body. When I had finished, he waited as if expecting more, and then, with an air of disappointment,—

"You have not looked very carefully; why," he continued, most earnestly, "you haven't even seen one of the most conspicuous features of the animal, which is as plainly before your eyes as the fish itself; look again!" and he left me to my misery.

I was piqued; I was mortified. Still more of that wretched fish! But now I set myself to my task with a will, and discovered one new thing after another, until I saw how just the professor's criticism had been. The afternoon passed quickly, and when, towards its close, the professor inquired—,

"Do you see it yet?"

"No," I replied, "I am certain I do not, but I see how little I saw before."

"That is next best," said he earnestly, "but I won't hear you now; put away

your fish and go home; perhaps you will be ready with a better answer in the morning. I will examine you before you look at the fish."

This was disconcerting; not only must I think of my fish all night, studying, without the object before me, what this unknown but most visible feature might be; but also, without reviewing my new discoveries, I must give an exact account of them the next day. I had a bad memory; so I walked home by Charles River in a distracted state, with my two perplexities.

The cordial greeting from the professor the next morning was reassuring; here was a man who seemed to be quite as anxious as I, that I should see for myself what he saw.

"Do you perhaps mean," I asked, "that the fish has symmetrical sides with paired organs?"

His thoroughly pleased "Of course, of course!" repaid the wakeful hours of the previous night. After he had discoursed most happily and enthusiastically—as he always did—upon the importance of this point, I ventured to ask what I should do next.

"Oh, look at your fish!" he said, and left me again to my own devices. In a little more than an hour he returned and heard my new catalogue.

"That is good, that is good!" he repeated; "but that is not all; go on;" and so on for three long days he placed that fish before my eyes, forbidding me to look at anything else, or to use any artificial aid. "Look, look, look," was his repeated injunction.

This was the best entomological lesson I ever had,—a lesson, whose influence has extended to the details of every subsequent study; a legacy the professor has left to me, as he has left it to many others, of inestimable value, which we could not buy, with which we cannot part.

A year afterward, some of us were amusing ourselves with chalking outlandish beasts upon the museum black-board. We drew prancing star-fishes; frogs in mortal combat; hydra-headed worms; stately crawfishes, standing on their tails, bearing aloft umbrellas; and grotesque fishes with gaping mouths and staring eyes. The professor came in shortly and was as amused as any, at our experiments. He looked at the fishes.

"Hæmulons, every one of them," he said; "Mr. ——— drew them."

True; and to this day, if I attempt a fish, I can draw nothing but Hæmulons.

The fourth day, a second fish of the same group was placed beside the first, and I was bidden to point out the resemblances and differences between the two; another and another followed, until the entire family lay before me, and a whole legion of jars covered the table and surrounding shelves; the odor had become a pleasant perfume: and even now, the sight of an old, six-inch, worm-eaten cork brings fragrant memories!

The whole group of Hæmulons was thus brought in review; and, whether engaged upon the dissection of the internal organs, the preparation and examination of the bony frame-work, or the description of the various parts, Agassiz' training in the method of observing facts and their orderly arrangement, was ever accompanied by the urgent exhortation not to be content with them.

"Facts are stupid things," he would say, "until brought into connection with some general law."

At the end of eight months, it was almost with reluctance that I left these friends and turned to insects; but what I had gained by this outside experience has been of greater value than years of later investigation in my favorite groups.

ONE thing that is not seen in Paris, is, unhappily, remarked in America: the general tendency among women to substitute masculine qualities which scarcely befit them, for the feminine qualities which constitute their grace, their strength and their dignity; thence results a certain something unpleasant and rude which does no credit to the New World. * * There is in the United States a levelling spirit, a jealousy of acquired superiority, and, above all, of inherited distinctions, which proceeds from the worst sentiments of the heart.—*D. Gasparin.*

GOOD MANNERS.

There should be a special time allotted to the teaching of good manners in school, that the importance of the subject may be duly understood and appreciated. When such teaching is given at irregular intervals, it seems to partake more of the character of an occasion for fault-finding and scolding than for agreeable and instructive training. Not only should the general principles underlying the subject receive attention, but the nice details of behavior should be dwelt upon minutely, and practised thoroughly to insure their being understood. It may appear trivial to insist that the little points of polite behavior shall be taken up, and dwelt upon, but there is no other way to accomplish the desired result. Elementary principles and practice are as necessary in this department of education as in any other. As well might we refuse to impart the fundamental ideas of numbers in the teaching of arithmetic, with the notion that they should have been learned at home, as to refuse to teach the details of good manners under the supposition that they had been already acquired. The fact that there are so many rude, uncultivated children, proves that this branch of home culture is neglected, and only offers a stronger veason why the subject should be practically taught at school.

There are several English words which express nearly the same idea that are derived from different languages.—*Politeness* is taken from a Greek word meaning "a city" or from another derivative meaning "polished."—*Urbanity* is derived from a Latin word meaning "a city."—*Courtesy* is from a French word meaning "a court." These words and several others of similar meanings imply that there are certain rules of conduct which are adopted to regulate and restrain great bodies of people, in their intercourse with each other. When persons meet in society they must learn to respect each others rights and feelings. Were each individual to disregard his obligations to his neighbor, human society could not exist, there would be constant dissension and strife. Men of the same nation, or city, or court must adopt system of rules which will facilitate their intercourse and enable them to live in peace and comfort. The customs of different nations are very dissimilar but true politeness is every where the same. This true politeness consists in the ability to feel easy ourselves in the presence of others and also to make them feel easy, and is based upon that maxim of infinite wisdom which teaches that "whatsoever ye would that men should do unto you, that do ye even so unto them." Good manners require of Americans an obedience to the customs and ceremonies of American society, together with the observance of the Golden Rule in every relation of life.—ALEX. M. GOW, *in the Indiana School Journal.*

WHATEVER men say of the world, it is certainly no stage for trifling; in a scene where all are at work idleness can lead only to wreck and ruin. "*Life is short, art long, opportunity slippery, judgment difficult.*" These are the first words of the medical aphorisms of the wise Hypocrates; they were set down as a significant sign at the porch of the benevolent science of healing more than five hundred years before the Christian era; and they remain still, the wisest text which a man can take with him as a directory into any sphere of effective social activity.—*John Stuart Blackie.*

BAD SPELLING.—In a recent number of the Indiana School Journal, the editor, said that, while attending the State Institute at Vincennes, Ind., he offered a premium to any member who would spell correctly ninety-five per cent of the following words: "Emanate, surcingle, siphon, conferrable, repellent, transcendent, ellipses, resurrection, resistible, salable, incorrigible, refutable, indispensable, discernible, chargeable, ostentatious, caterpillar, tranquility, admissaible, tenet." The test was made, and singular to relate, out of the eighty-nine teachers present, but one was able to perform the feat. Thirty-nine misspelled more than half of the words, and one missed all of them.

OFFICIAL DEPARTMENT.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

Question. Has the chairman a vote at district meetings, except there be a tie?

Answer. Of course he has; he is merely a voter in the chair, not a permanent president.

Q. If a vacancy in one of the district offices is to be filled at the annual meeting and one officer elected for a full term, must the first be named in the notices as well as the last?

A. It would be entirely proper to include both in the notices, but if accidentally omitted, the election would not therefore be illegal. An annual meeting is legal, although the clerk may forget to give any notice of it.

Q. If a treasurer is to be elected to fill a vacancy, should the election precede that of any officer who is to serve a full term?

A. This is not an important matter in case of a vacancy. It will be proper, however, in all cases, to follow the order: "director, treasurer, clerk." (Sections 19, *Third*, and 31).

Q. When a treasurer is elected to fill a vacancy, is he to serve three years?

A. No, only for the unexpired balance of the term.

Q. If the office of treasurer becomes vacant, and remains so, is the district obliged to pay the teacher for services rendered meanwhile?

A. Of course it is. The teacher may have to wait for a treasurer to pay his order, but the claim is good, if not otherwise invalid.

Q. Is a person who acts as treasurer without filing a bond liable to punishment?

A. The law says nothing to that effect, but he is not a legal officer unless he files a bond within ten days of election or appointment.

Q. At our annual meeting we concluded to have it hereafter on the last Monday in August, but the record of the vote made and filed with the town clerk was: "That the meeting adjourn till the last Monday in August." Will an annual meeting held then be legal?

A. This was not an explicit way of putting and recording the vote; but as it could no doubt be shown that the intent of the vote was to change the time of the annual meeting, it is probable that the courts would hold an annual meeting in August to be legal under such circumstances.

Q. If district officers sign a note this way: A. B., Director; C. D., Treasurer; E. F., Clerk of District No. 4, ——, etc., will the note bind the district?

A. If the note reads: School District No. 4, in the town of, etc., for value received, promises to pay, etc., then the note will bind the district; but if it reads: "*We* promise to pay," it will not. If the President should give you his personal note for $1,000, and sign it, U. S. Grant, President of the U. S., you would hardly be able to collect it of Uncle Sam.

Q. Is it not illegal to place the school-house one side of the center of the district?

A. The law says nothing about it. It is of course requisite that the site be central, if a proper place can be found, but not otherwise. The center may be a swamp.

Q. In what way and by whose authority may a district clerk be removed, who refuses to draw an order for money voted by the district?

A. The county judge has power to remove for willful neglect of duty (Sec. 124); but it would not be the *duty* of the clerk to draw an order for a payment clearly illegal.

Q. Our district embraces a valuation of about $1,000,000; is it abolutely necessary to get the consent of the supervisors to raise over a thousand dollars in one year to build a school-house, in such a case?

A. Wealth does not make any difference in the binding force of the law; the consent must be obtained, and in each case it may be presumed would readily be granted. (Sec. 19, sub-sections fifth).

Q. Is it penal to alter the school-register?

A. If a clerk should alter the register in order to make a false report, he would

be liable to punishment. (Sec. 126). If any one else should alter it with a view to obtain more money for the district than it was entitled to it is probable that the offence would be punishable, but not under any provisions of the school-law.

Q. If a parent puts a desk into the school-house for his boy, and *fastens* it to the floor, can he afterwards take it out?

A. Yes, the fastening would not preclude his right to do so, unless it would seriously injure the school-house to unfasten it.

Q. Is a teacher obliged to teach the Constitution if none wish to study it?

A. The law does not mean that every teacher must teach this branch in every school, but the teacher must be prepared to teach it (and therefore examined on it) if there are scholars of suitable age for it. This is not likely to be the case, in most of the country summer schools.

Q. What can a teacher do if scholars have no books; is he obliged to teach them, in that case?

A. A teacher ought to be able to teach very much without books, and is not justified in neglecting pupils who have none. He should send word to the parents, repeatedly till the books absolutely needed are forthcoming. If the parents are indigent, the board can furnish the books at the expense of the district. (Sec. 51).

Q. Can a teacher compel scholars to study?

A. Of course he can; but in any peculiar case of idleness and obstinacy, it would not be wise to *whip* only. Let other and gentler means be used also. Compulsory study is not likely to do much good.

Q. In what way is a teacher allowed to punish?

A. In any ordinary way, so that it is not barbarous, dangerous, injurious or excessive. A switch is well adapted to a boy's legs; a ruler to a girl's hand; but use either with caution, and not at all, if you can avoid it. Try patient firmness and loving persuasion.

Q. Will a teacher's contract, which requires 22 days for a month, and which reads as follows, "No school to be taught on every other Saturday," entitle him to teach every other Saturday, it being understood between the board and teacher that he should be allowed to do so, and that it should count on his time?

A. In a case like this, it would no doubt be held that the contract meant that the teacher *should* teach every other Saturday, and that he should not teach every *other* Saturday.

Q. Does a teacher, holding a certificate at the time of engaging a school, forfeit his wages, if the certificate expires before the close of the term?

A. He would be entitled to wages up to the time of the expiration of his certificate, and should in the mean time take measures to have his certificate renewed. If he failed in this, that would terminate the contract.

Q. Can I compel my scholars to study, if they do not wish to, provided they behave well otherwise?

A. Yes, but try the "waking up" process also.

Q. Our school is so large that it is divided, but has no regular course of study; is it a graded school, and must the annual meeting be in July?

A. If it simply divided because it is too large for one teacher, without any distinct grades, it is not a graded school, and the annual meeting may be held as heretofore.

Q. If the district votes to have the annual meeting at 5 o'clock, must the clerk post the notice to that effect, or can he legally put it at 7 o'clock?

A. He must conform to the vote of the district. The hour of meeting fixed by law is 7 o'clock, "unless otherwise provided by a vote of the district duly recorded, at the last previous annual meeting." (Sec. 17.)

NOTICE.

The apportionment made on the 15th day of June last, from the Income af the School Fund, amounted to the sum of $181,391.28, on 431,884 children, at the rate of 42 cents per scholar.

EDWARD SEARING,
Supt. Pub. Ins.

EDITORIAL MISCELLANY.

WISCONSIN TEACHERS' ASSOCIATION.

Twenty-Second Annual Session, to be held at Madison, July 15th, 16th, and 17th, 1874.

PROGRAMME.

WEDNESDAY, JULY 15—10 O'CLOCK A. M.

Organization.

President's Address—B. M. Reynolds, La Crosse.

Paper—Results of School Discipline in the Direction of Obedience to Law—E. E. Charlton, Platteville.

Essay—Singing in Common Schools—Martha E. Hazard, Oshkosh.

Paper—Schools in Rural Districts—Oliver Arey, Whitewater.

Paper—The True Function of the High School—S. R. Winchell, Milwaukee.

Essay—The Teacher's Daily Preparation—Mrs. L. A. Bingham, La Crosse.

EVENING—8 O'CLOCK.

Lecture—Rev. G. M. Steele, D. D., Appleton.

THURSDAY, JULY 16—10 O'CLOCK A. M.

Paper—County Superintendency—Warren D. Parker, Janesville.

Essay—Growth—Emma Jenkins, Fort Atkinson.

Paper—The Educational Value of the Geological Survey—T. C. Chamberlain, Beloit.

Paper—The Study of the Classics—Allen H. Weld, River Falls.

Paper—Academic Culture in the State System—Albert Salisbury, Whitewater.

Discussion—County Academies—J. Q. Emery, W. H. Chandler, A. F. North, A. O. Wright, and others.

EVENING—8 O'CLOCK.

Lecture—Hon. Edward Searing, Milton.

FRIDAY, JULY 17—10 O'CLOCK A. M.

Essay—Primary Instruction, its Principles and Purposes—Rose C. Swart, Oshkosh.

Free Hand Drawing—B. W. Putnam, Ph. D., Jamaica Plains, Mass.

Paper—Etymology as a Means of Education—J. B. Feuling, Madison.

Paper—Culture in Common Schools—Martha A. Terry, Janesville.

Paper—Our Reading—J. P. Pradt, Madison.

Paper—Self Discipline as Means and End of Education—A. L. Chapin, D. D., Beloit.

Two Minute Reports—Business—Election of Officers.

EVENING—8 O'CLOCK.

Lecture—Jas. McAllister, Milwaukee.

RAILROADS AND HOTELS.—The following railway companies will sell ordinary full fare tickets to, and one-fifth fare tickets, from Madison, July 7th to 18th inclusive: Chicago, Milwaukee and St. Paul, Chicago and Northwesern, Milwaukee, Lake Shore and Western, West Wisconsin and Wisconsin Central.

The Green Bay and Minnesota Railway will sell tickets for round trip fare for 60 per cent. of full round trip fare. The Western Union Railway will carry teachers at 60 per cent. round trip.

The Keokuk Northern Line of Steamers will sell round trip tickets at two-thirds full fare. The Goodrich Steamers will sell tickets towards Madison at full fare, from Madison free, on Association certificate; meals extra.

Hotels at Madison will entertain teachers at reduced rates.

B. M. REYNOLDS,
President.
DUNCAN MCGREGOR,
Ch'n Ex. Com.
WARREN D. PARKER,
Railway Clerk.

La Crosse, June 21, 1874.

SWING'S SERMONS.—We are under obligations to Jansen, McClurg & Co., Chicago, for a neat and handsome volume embracing the late sermons of the Rev. David A. Swing. Its title is "Truths for To-day," and the above mentioned firm are the publishers. It is, indeed, a credit to them and is gotten up in the best style of the publisher's art. Those desiring a copy of Swing's sermons must remember that this is the only authorized edition out, and not confound "Truths of To-day" with a flash and incorrect reprint of old sermons, published by another Chicago house, notwithstanding the protest against its issue by Mr. Swing himself. Those who desire Mr. Swing's authorized edition can obtain it of Jansen, McClurg & Co. It is also for sale at the book-stores and is rapidly reaching a wide circulation in both the East and the West.

NATIONAL EDUCATIONAL ASSOCIATION.

The fourteenth annual meeting of the National Educational Association will be held in Detroit. Mich., on Tuesday, Wednesday and Thursday, the 4th, 5th and 6th days of August next. The subjects for discussion and the principal speakers are as follows:

GENERAL SESSION.

"Upper Schools"—the subject of Dr. McCosh's paper last year—Rev. George P. Hays, President Washington-and-Jefferson College, Pa.

"A National University." Prest. A. D. White, of Cornell; Prest. Noah Porter, of Yale; Supt. John Hancock, Cincinnati; and Supt. W. T. Harris, of St. Louis.

"Sex and Education." Dr. Edw. H. Clarke, of Boston; Prof. J. K. Hosmer, of the University of Missouri; Prof. Jas. Orton, of Vassar.

Evening Addresses.—One of the evening addresses will be delivered by William R. Abbott, Esq., of Bellevue, Va. Subject—"The Profession of the Teacher." The others will be announced in future.

DEPARTMENT OF HIGHER EDUCATION.

1. "The Elective System in Colleges and Universities." Prof. A. P. Peabody, Harvard College.

2. "University Endowments." Hon. J. B. Bowman, Regent of the University of Kentucky.

3. "Classical Studies in Higher Institutions of Education." Prof. James D. Butler, Madison, Wis.

4. "Plan of the University of Virginia." C. S. Venable, University of Va.

DEPARTMENT OF NORMAL SCHOOLS.

1. "What Constitutes a Consistent Course of Study for Normal Schools?" John Ogden, Normal School, Worthington, Ohio.

2. "What are the Essentials of a Profession; and what must be the special work of Normal Schools to entitle them to be called Professional?" Larkin Dunton, Normal School, Boston, Mass.

3. "Method and Manner." Louis Soldan, Normal School, St. Louis, Mo.

4. "Training Schools in connection with Normal Schools." J. C. Greenough, State Normal School, Providence, R. I.

DEPARTMENT OF SUPERINTENDENCE.

"Uniform plan and form for publishing the principal Statistical Tables on Education." T. W. Harvey, State Commissioner of Schools, Ohio.

DEPARTMENT OF ELEMENTARY SCHOOLS.

"Several Problems in Graded School Management." Hon. E. E. White, Ohio.

"Language Lessons in Primary Schools." Miss Keller, Cleveland, Ohio.

"Science in Elementary Schools?" J. Armstrong, Normal School, Fredonia, N. Y.

"What shall we attempt in our Elementary Schools?" Mrs. A. C. Martin, Boston, Mass.

The railroads from this way have declined to make any reduction, but the North ern Transportation Line of Steamers will carry members from Chicago (and of course from Milwaukee) to Detroit and return for $14.00 for the round trip. Teachers desiring to go by this route must apply to Hon. J. L. Pickard, Superintendent of Schools, Chicago, for a recommendation to the company. Mr. Pickard's office is at Nos. 84 and 86 La Salle street.

Rates of fare at the different hotels in Detroit will be to members of the Association from $1.50 to $3.00.

Duane Doty, Esq., Supt. of Schools at Detroit, is Chairman of the Local Committee.

Mr. Pickard says, in a note: "The rates from Milwaukee are the same as from Chicago, on excursion tickets. Tickets on my recommendation are good at any time now, and are not limited, except by close of navigation."

NEW ADVERTISEMENTS.—We call attention to the advertisement of A. H. Andrews & Co., on the third page of the cover, touching school and church furniture. They have a wide assortment of goods in their line, largely of their own manufacture.

Also, to the advertisement of Messrs. Sheldon & Co., on the fourth page of the cover, of a copious and valuable list of text-books.

THE UNIVERSITY.

The time of the holding of commencements has come and the voice of the graduate is heard in the land. To speak with chronological accuracy, as far as the State University is concerned, his voice has already been heard, and he has departed to his home glad in the possession of the long studied for bit of parchment that constitutes the pleasing occular evidence of his school days completed.

The total number of graduates at the recent University Commencement was 63, distributed as follows: in Arts, (the full classical course) 6; in Philosophy, (the scientific course) 32; in Engineering, 2; in Law, 23.

All the exercises connected with the close of the year were, so far as our personal observation and inquiries extended, satisfactory,—indicating that the University is doing good and honest work, and that it merits the confidence of the State for which it was founded.

We were unable to give more than one day to attendance at the examinations, but that day alone would have satisfied us of the excellence of the instruction and the industry of the students. Any thing like sham was certainly not at that time apparent. We listened to classes in Constitutional Law, Logic, Mechanics, Physiology, and Greek. All sustained themselves well. Our satisfaction was mingled with no small degree of surprise at the full, accurate and ready scholarship of the class in Greek under the instruction of Mr. J. W. Bashford. Better work, on the part of both instructor and class, than the examination gave evidence of, it has not been our fortune to see. We hail the success of that class, its evident interest in the work, and the number of its members—some 15 or more,—as manifest omens of increasing regard for a kind of culture heretofore too much neglected in the University and the Colleges of the State. We opine that the proportion of classical to scientific graduates is to change hereafter, and that first-class culture is not much longer to be esteemed, in respect to second-class culture, as indicated in the ratio of 6 to 32.

At the recent annual meeting of the Board of Regents a few changes were made in the University professorships. That of Dr. S. H. Carpenter was changed from "Logic, Rhetoric and English Literature," to "Logic and English Literature." The professorship of "Civil Polity and International Law," made vacant by the resignation of Prof. Parkinson, is to be discontinued, the instruction in these subjects being provided for as the faculty may determine. A new professorship was created, to be designated the "Professorship of Rhetoric and Oratory." It is understood that President Bascom is to obtain at the East an incumbent for this new position.

Action was also taken by the Regents looking to the erection of a new building for the accommodation of the departments of Natural Science. This is obviously greatly needed for laboratories, cabinets, lecture and recitation purposes. The erection of this Hall of Natural Science would also afford more and needed room in the present buildings for the other departments. It is to be hoped that the Legislature will meet the growing requirements of the University in an enlightened and liberal spirit. With that fostering aid from it which our sister State on the East has so often, and so cheerfully and wisely, extended to her University, we would in a few years behold as the crowning feature of our school system an institution with a thousand students, and bearing favorable comparison with that greatest of all State Universities in our country, of which Michigan is so justly proud.

The people of Wisconsin may feel assured that their own University is now every way worthy of their confidence and support. It has a large and able faculty of conscientious and scholarly men, several of whom have a national reputation as original investigators and authors. It has a President who was one of Massachusetts' most gifted and distinguished scholars, a man not only of rare culture but of rare good sense, who

in a single term has fully made himself "master of the situation" to which the regents fortunately called him, has won the confidence and respect of students, citizens and regents alike, and who in a few weeks is to return with his family to make the beautiful city of the lakes his permanent home and the University his constant care. Last but not least, it has already a host of students who believe in the present ability of the institution to benefit them, and a large number of influential alumni who are its warm and grateful friends.

Besides that Legislative aid which is now demanded by the increased growth of the University, one thing more is needed for its fullest prosperity and development—increased local facilities for preparation. There must be a multiplication of schools in which prospective University students can be prepared without the peril and expense of leaving home. These schools the State cannot longer afford to be without. The primary schools need them. Every true interest of the State demands them. With a system of widely scattered schools affording to all a means of culture higher than the present district primaries can give, and preparing all who desire it for entrance into the University, the latter could then discard all under-collegiate work, and the State would rejoice in a true and effective system, solid as the pyramid of Cheops, based upon the thousands of primaries, crowned at the apex with the central University.

OTHER COLLEGES.—Beloit, Milton and Ripon all hold commencement exercises this week, as we are going to press—July 1.

MONROE, WIS., June 22, 1874.

PROFESSOR EDWARD SEARING.—*Dear Sir:*—My attention was called to a late number of the JOURNAL OF EDUCATION, in which you notice President Andrew D. White's article in the Popular Science Monthly for June, with the questionable criticism that his words are "vigorous whether truthful or not," and accuse him of misrepresentations graver than those he charges to Dr. McCosh. In a letter just received from President White I am assured that the words given in the article "were exactly as used by Dr. McCosh. They were so reported in the papers at the time, and are distinctly remembered *verbatim* by those who heard them."

You probably quoted from the mitigated form which Dr. McCosh published in the "International Review" after the address of President White was delivered at Albany, and which does not pretend to give the exact words of his Elmira speech.

Much more might be said on the matter, but I know you will gladly receive this correction, if only on account of your sympathy with Princeton. A man in President White's position we will believe can be both vigorous *and* truthful, and will not hastily infer the contrary.

I remain, with much respect,

HERBERT E. COPELAND.

The article referred to by Prof. Copeland appeared in the last issue of this JOURNAL. We have carefully reread it, have also looked over again with some care the addresses of Presidents McCosh and White, and desire to make a few remarks in reply to our critic.

(1.) We said "The Cornell President declared that the whole argument of the Princeton President 'was based upon one of the most astounding misrepresentations ever attempted upon an American audience,'" and added "vigorous language this, whether truthful or not," which latter our critic calls a "questionable criticism." As we passed no judgment whatever upon the *truthfulness* of the language, we are forced to apply the expression "questionable criticism" to our use of the words "vigorous language." We beg to ask, if such language is not "vigorous" what language properly comes under that appellation?

(2.) We do not see that we accused President White of "misrepresentations graver than those he charges to Dr. McCosh." We simply accused the Cor-

nell President of misrepresenting both the letter and spirit of the Princeton President's words respecting Rutger's College. We distinctly said we could not call the misreprerentation "astounding,"—much less were we willing to call it "one of the most astounding ever attempted," etc.,—words which were applied to the Elmira address by President White.

(3.) That we had a legitimate opportunity and cause for making a point against the latter we entertained not the least doubt. We did not quote the words of Dr. McCosh, as our correspondent thinks probable, from the *International Review*, but from the *official report* of the proceedings of the Elmira Convention, published by the National Educational Association itself. Until we received the above letter we had not the slightest knowledge of any alleged inaccuracy of the report. The surprising statement in the extract from President White's letter must of course be accepted as relieving him from the charge of misrepresenting the words of Dr. McCosh. We cheerfully accept it as so doing.

(4.) We repeat what we said last month, that in this contest between Cornell and Princeton our sympathies are mainly with the latter. President White has, in our judgment, failed to prove "astounding misrepresentation" against the Elmira address. That address, in its general truthfulness and value, we hold to be the most important literary contribution to the cause of true education in America, presented for many a year.

We have a high respect for President White. He is a man of culture, ability and enthusiasm all equally rare. We had the good fortune years ago to sit at his feet and listen to wonderfully pungent, instructive and inspiring historical lectures. We caught from him an enthusiastic love for history which afterwards led us to much diligent and delightful personal research. We have always said that to no other man in the list of our personal instructors, in Academic and Collegiate days, do we owe so much. He, in those admirable lectures, taught us—yea, compelled us—to hate shams, to love hard work, and to think independently. Perhaps it may be due to the individual honesty and independence of thought which he himself inspired that we now venture to believe him more heretical educationally than the one he covertly compares to Polyphemus*—the other giant of Princeton.

*Popular Science Monthly for June, p. 190.

NORMAL INSITUTES.—The following is a complete list of the Normal Institutes about to be held:

For 4 weeks, commencing August 3: at Berlin, by W. D. Parker and Prof. Beck; at Platteville, by Prof. McGregor and D. E. Gardiner; at Richland Center, by J. B. Thayer and A. Earthman; at Manitowoc, by C. E. Viebahn and I. N. Stewart; at Tomah, by Prof. Graham and O. R. Smith; at Baraboo, by Prof. Salisbury and W. S. Johnson.

For 4 weeks, commencing Aug. 17: at Black River Falls, by A. J. Hutton and W. A. Delamatyr; at Chilton, by J. H. Torry and A. F. North.

For 2 weeks, commencing Aug. 17: at Oshkosh, by Pres. Albee and Faculty of Normal School; at Elkhorn, by J. Q. Emery and E. H. Sprague; at De Pere, by H. Barns and D. G. Purman.

FORT ATKINSON.—The graduating exercises at the High School took place June 12, a diploma being conferred on a class of five. Lillie J. Davis took the salutatory, and read an essay on "Custom, Man's Ruler;" Smith P. Morrison orated on "The Grangers;" Ella N. Powers discussed, "Straws Float on the Surface, but Pearls Lie Deep," and Willie E. Brandell "The Eyes We Look Through;" Sidney F. Wilcox took the valedictory, and discoursed on the "Heritage of Culture."

This school has long maintained a high standing. The report for the last term shows a very creditable marking. Mr. Emery is well supported by his assistants, Miss Walker and Miss Jenkins.

STATE EXAMINATION.

The State Superintendent is in receipt of a letter from Milwaukee asking if more than one examination for State Certificates will be held during the present year. In answer he desires to say that only one examination has been contemplated, but if a sufficient number should indicate a wish for an examination the last of August, he would be disposed to grant the request. It is hoped, however, that all intending applicants who have a reasonable hope of success, and who can do so, will be present at the July examination. The condition upon which another examination might be appointed is, as last year, that at least fifteen applicants should make request for such examination and agree to be present at a given time and place.

It will be remembered that the regular examination commences Tuesday, July 7.

IN the April number of the JOURNAL we printed a contribution from a St. Paul, Minn., correspondent, entitled "The Normal School War." We thought the article contained some elements of interest, inasmuch as it was concerning the Normal Schools of our sister State, and was composed with a flavor of spice. We did not at the time, in the press of work, notice a sentence that might be construed into a reflection upon President Wm. F. Phelps, of the Winona Normal School. A friend of President Phelps soon after called our attention to the passage in question, and we at once determined to disavow all editorial endorsement of it, to express regret at its publication, and to indicate our sincere respect for the character and educational services of Prof. Phelps. But for an oversight, our intention would have been carried out in the last issue of the JOURNAL.

We have known more or less of President Phelps for over a quarter of a century. Indeed, our first knowledge of him goes back thirty years, when we were a mere boy and he a young but even then remarkably successful "school-master." We have long considered him one of the few great educators of the country. His brilliant career at Trenton proved this. We held Minnesota most fortunate in securing his services, have, from what we have heard, regarded the Normal School at Winona second to none in the Union, and hoped that our neighbor would not do herself the injury of driving from her borders, by a suicidal policy, a citizen whose services she needs and of whose reputation she ought to be proud. We are glad to find this hope realized, and trust that the educational interests of Minnesota may not soon be again imperilled by another "Normal School War."

DUNN CO.—As an indication of the spirit that moves, in this wide-awake county, we may mention that 90 teachers attended the Institute—a very large representation for the whole number employed—and of these two-thirds subscribed for the JOURNAL and paid in advance. Good for Dunn!

ROCHESTER SEMINARY.—The closing exercises took place June 19, being the close of the seventh year of the institution. The Principal, Mr. J. H. Gould, has been laboring faithfully to keep up one of the few schools of the kind in the State, and we doubt not has seen good results from his labors.

WOOD CO.—Our Institute here [Grand Rapids], went off well, and was a success in every particular. Thirty teachers were present, and I was ably seconded in conducting the exercises by G. A. Gaynor, Principal of the City School. The new city superintendent, under the present management, is Henry Hayden.—C. L. POWERS, *Co. Supt.*

SAUK CO.—At the late Spring Institute, after tendering resolutions of thanks to Conductor Salisbury, to the State and County Superintendents and to Mr. Earthman, for services rendered, the following were also adopted:

Resolved, That we feel the pressing need of more schools of such a grade and character as to afford to us and others, a

higher culture than is now accessible to us, without an amount of travel and expense beyond our means and opportunities, and endorse Supt. Searing's recommendation for the establishment of local secondary schools.

Resolved, That we express our appreciation of the benefits rendered to teachers by Normal Institutes, and hope that our county will be favored with another, next fall.

THE NORMAL SCHOOLS.

The Normal School commencements have also been held. There were fifteen graduates at Whitewater and ten at Platteville. Oshkosh has not yet achieved the full grown fruit of a graduating class. Another year will bring to her this dignity. It by no means follows, however, that she has not as yet given evidence of works that "justify her being." The size of the graduating class is about the most imperfect criterion by which the real work and success of a school—especially a western school—can be judged. Hath the stately palm tree no other utility than in the fruit that ripens?

We visited the first two of the above schools during commencement week. It was merely a hurried visit of an afternoon and evening that other duties allowed us to make to Whitewater. We looked in a few moments at a rehearsal of the graduating class conducted by Prof. Rockwood, spoke our own piece to a "large and intelligent audience" in the fine Methodist Church, met the graduates afterwards at the residence of Prof. Salisbury, amid such 'circumstances' as strawberries and ice cream, and in the small hours of the same night were whirled back capitalward.

We have always been pleased with Whitewater. It is a village of unlimited trees, of wide streets, of tasteful residences and grounds. So far as our personal observation has extended it is absolutely the handsomest village in Wisconsin. It has a most comfortable and home-like air. When we are full of riches and shall look around for a place in which to spend our declining years, it is our present feeling that we shall choose Whitewater.

With the graduating class we were favorably impressed. Its members appeared to be young ladies and gentlemen of both sense and earnestness, likely to be a credit to the institution and useful to society. We hope they may emulate the virtues and successes of their predecessors. We hear the former graduates of the school almost uniformly well spoken of. The Superintendent of the Milwaukee public schools recently informed us that several of them are teaching in that city with marked satisfaction to those concerned. A grain of fact like this is perhaps worth several pounds of theory.

The visit we made to Platteville was our first to that almost venerable seat of learning,—if anything not the handicraft of Nature or of the "Mound-Builders" can be called venerable in our young State. Platteville is unfortunately located in respect to rapid communication with the rest of the world. The rumble of the stage coach is still a more common sound there than the scream of the locomotive. Neither can the place boast of beauty. It boasts, and justly boasts, of a surrounding country of unsurpassed fertility, agriculturally and mineralogically; of the generous and (good) old-fashioned hospitality of its citizens; of the remote antiquity of its own founding and that of its school; and of the "traditional history" and present prosperity of the latter. We liked the place *after we got there*. The journey was one of much tribulation, that severely tried our orthodox training. We had at more than one point on the route a good many "pent up feelings." Had time permitted we should certainly have sought surcease of them in both a lecture on temperance and a speech in favor of the abolition of circuses. Not being allowed this means of relief, however, we tried to keep in mind our early nurture and admonition, and especially the dignity of the State which we in a measure represented.

Our very first impression of the Platteville Normal was favorable. We obtained it from the building. That has an honest and substantial look. Its walls of solid

stone seem as enduring as the hills—fit type of that solidity of character which a great school should seek to impart.

We were also very favorably impressed by the appearance and behavior of the students. Their deportment was admirable. These Normal Schools have achieved a wisdom and perfection of discipline which alone renders them as valuable an objective example as they are a potent personal influence to their pupils. They are both instructive to see and ennobling to be a part of. It is clearly apparent that they are in the hands of wise and capable men. President Charlton, of Platteville, appeared to us a man singularly fitted to preside over such a school. Clear, fluent and terse in speech; modest, yet self-possessed in manner; genial to win regard, yet of sufficient promptness and decision to enforce respect and obedience; a thoroughly cultured gentleman and scholar, of broad views and earnest devotion to his work, he is admirably qualified to organize, direct and inspire those under his control. When we add that he is fitly supported by associates of tried ability and culture, we justify our belief that Platteville is, in respect to its advantages, second to no other Normal School now, or likely soon to be, in the State. Southwestern Wisconsin ought to, and doubtless does, appreciate it. Its pleasant rooms should overflow with eager students. It should be a large power in that quarter of the commonwealth.

Here we feel impelled to utter some words of criticism upon the Normal Schools in general. They are munificently constructed, equipped, and supported by the State. They are doing a good work. They are a blessing to the State. But they are not doing as great and useful a work as they *ought* to do. Their scope is too limited. The grandeur of their work ought to correspond to the grandeur of their construction. They should impart a more thorough and extended culture. They should meet more fully the demands of the sections in which they are located. They should be put in relationship to the University. Everything that justifies the work they *now* do, would justify the larger and more complete work they *ought* to do. There should be a revision and enlargement of the course of study. The best interests of these schools and the best interests of the general cause of education in the State demand this.

THE Massachusetts State Board of Education reports that the plan of having Superintendents of Schools has everywhere proved successful, and urges that it should be more generally adopted. The report gives the number of children in the State between five and fifteen years of age as 287,000; average attendance in public schools, 202,882, or 70.67 per cent of the whole. There are 5,305 public schools of the State; 1,023 male teachers, with an average salary of $93.65 per month; 7,421 female teachers, with an average salary of $34.14 per month; 2,516 pupils under five years of age attend the public schools of the State, and 23,905 pupils over the age of fifteen years. There are 194 high schools in the State; 71 incorporated academies, with an average number of 7,573 pupils; and 402 unincorporated academies and private schools, with an average of 14,428 scholars. In 36 cities and towns there are 85 evening schools, with 373 teachers, 5,761 male and 2,952 female pupils, and an average attendance of 4,577. They are supported at an expense of $52,320.03.

AN institution is to be founded at Newberryport, Mass., for teaching modern languages. One building will be devoted to those of Europe, another to those of Asia This place is selected possibly because it once enlightened men by means of the whale fishery, and still does something in that line. Our ambassadors will do well to fit out there, both with language and oil.

"THAT is unremitting attention" said the student when his father forgot to send him money.

WHAT is pity?—Cheap charity.

BOOK NOTICES, ETC.

THE AMATEUR ACTOR, a Collection of Plays for School and Home. By W. H. VENABLE, author of "A School History of the U. S., etc. Wilson, Hinkle & Co., Cincinnati and New York.

This collection embraces twenty-three dramatic pieces, mostly from standard authors, and thus cultivating good taste. A suitable variety is presented, ranging from grave to gay, but mostly humorous. The pieces are such as can be managed by any clever company of young persons, and are above the common run of such things. The adaptations to the stage are properly made, and the directions, as to costume, stage, scenery, etc., are full and intelligible, and altogether the book must prove a very acceptable addition to our somewhat scanty collections suited to the same purpose. It is a fit sequel to the "School Stage," by the same author.

THE BEST READING. Revised Edition. G. P. Putnam & Sons, New York.

This is a very convenient and reliable Manual on the general subject of books, containing "hints on the selection of books; on the formation of libraries, public and private; on courses of reading, etc., with a classified bibliography for easy reference." The work is invaluable for those who contemplate purchasing books, and this edition contains a great deal of matter not embraced in the first. Not the least valuable part is hints about reading.

I. COLTON'S NEW INTRODUCTORY GEOGRAPHY. New York: Sheldon & Co.
II. COLTON'S COMMON SCHOOL GEOGRGPHY. Same publishers.

These two books just cover the ground for geographical study in common schools. The second indeed is sufficient; if the proper oral instruction is first given. We notice a number of excellencies in these books: Clearness and brevity of statement; apposite and well executed illustrations; clear and distinct maps, not crowded with details, for the purposes of general study, and in the larger book, very complete railroad maps of the United States; and a sufficient plan of map-drawing. The mechanical execution of the books is in keeping, and altogether the series can be recommended as well suited to our common schools.

HARPER'S MAGAZINE, for July, contains "Left Ashore" (illustrated,) by Harriet Prescott Sheppard; "The Mountains, IV," by Porte Crayon, also illustrated and full of humor; "Our Nearest Neighbor," (Second Paper) which tells entertainingly about Mexico, which is hardly as near to most of us as Canada; "My Slain," (poetry); "Marblehead," a racy sketch; "The Living Link," by author of Dodge Club;" Persephone, a fine classical bit, by Com'r Wm. Gibson, U. S. N.; "The Net Result of the Work of the U. S. Fish Commissioners;" "A Glimpse of '76;" "My Mother and I," by author of "John Halifax;" "One of Many;" "John and I;" "Falsehood in the Daily Press," by Parton; "My Wife's Editorial," and the usual well filled Editorial Departments. A capital number.

ATLANTIC MONTHLY.—The July number begins a new volume, and contains: "A Foregone Conclusion," a delightful novel by W. D. Howells, to be continued the rest of the year; Bret Harte's great Poem, "For the King," (northern Mexico, 1640); "A Rebel's Recollections," by George C. Eggleston; "The Ship in the Desert," Joaquin Miller's latest and best poem; "Willie," another of P. Deming's touching Adirondack tales; "Journalism and Journalists," by F. B. Sanborn, of the Springfield *Republican;* "Two European Schools of Design,"—South Kensington and Antwerp—a valuable paper by W. J. Stillman; "Scottish Banking," a timely article by Wm. Wood; "A Prodigal in Buskins," personal adventures of Charles Warren Stoddard; "An Earnest Sowing of Wild Oats," a most interesting chapter of Robert Dale Owen's autobiography; "Katy's Fortune," a new story by Will Wallace Harney, etc. Recent Literature, Art, Education, are departments especially well filled this month.

THE REPUBLIC, for June, discusses Senator Windom's Report on Transportation, The Sanborn Contracts, Michigan—The Lake Superior Mineral Region, Fashions in Croaking, Political History of the Last Decade, Methods of Transacting Official Business, Patents and the Patent Office,

The Imperative Duty of the Hour, (Correspondence), Carl Schurz Conferring Self-Government upon the People, Food-Fishes and Fisheries, Theodore Parker, The Work of the Forty-Third Congress, The Signal Service and its Utilities, Changes in the Treasury Department, and The Postal Telegraph, and is a valuable number. Published by the Republic Publishing Co., Washington, D. C., at $2.00 per annum, in advance.

TWELVE LECTURES ON THE HISTORY OF PEDAGOGY. By W. N. HAILMAN, A. M., author of "Kindergarten Culture," "Object Teaching," etc. Wilson, Hinkle & C., New York and Cincinnati.

These Lectures, which were delivered before the Cincinnati Teachers' Association, range from ancient to modern times, and touch judiciously and instructively the salient features of the subject, though of course briefly. The concluding lectures on Pestalozzi and Fröbel, and as a "summing up," are especially interesting, and the little book is a valuable addition to the small modicum of pedagogical literature in the English tongue.

AN ART GALLERY.—If you are in Milwaukee, don't fail to see a fine collection of about seventy-five paintings, and some statuary, (including a "Venus Entering the Bath," by Meade), exhibited under the direction of B. Frodsham, Esq., at 416, Broadway. The picture, "Consolation," a hospital scene of the late civil war, is peculiarly attractive, and a fine work of art.

A SUPERB BOOK STORE.—Teachers and all others who in the course of their summer flittings are in Chicago, even for a single day, should not omit to visit the model Book Store of Jansen, McClurg & Co., 117-119, State Street. Not only will they find there every thing to satisfy their wants, and at reasonable prices, but every thing to feast their eyes; and what is not least acceptable, gentlemanly treatment. The establishment is, by common consent, the finest and most complete west of the Alleghanies. Teachers are cordially invited to call.

University of Wisconsin,

MADISON, WISCONSIN.

This institution embraces the following Colleges and Departments:

COLLEGE OF ARTS.

Five Departments. General Science, Agriculture, Civil Engineering, Mining and Metallurgy, Military Science.

COLLEGE OF LETTERS.

Two Departments. ANCIENT CLASSICAL Department, in which the course of study is equivalent to that in the best classical colleges in the country.
MODERN CLASSICAL Department. French and German take the place of Greek.

SUB-FRESHMEN COURSE.

This embraces two years of preparatory study.
Ladies are admitted to all the courses of instruction in the University.

LAW SCHOOL.

Judge P. L. SPOONER, Dean of the Law Faculty.
The Laboratories for instruction in Analytical Chemistry, Determinative Mineralogy and the Assaying of Ores, are believed to be the most complete in the country, west of the Alleghanies.

A QUANTITATIVE LABORATORY

has been opened, and numerous additions have been made to the apparatus in the different Departments of Science.

LIBRARIES.

are open to students, without charge, containing more than *SEVENTY THOUSAND VOLUMES.*

THE CURRENT EXPENSES

are less than in other institutions of equal grade. One student from each Assembly district, and all graduates of graded schools of the State who pass the required examination, are entitled to

FREE TUITION.

The institution is under the immediate charge of a President and twenty-six Professors and Teachers, and is, in all respects, in a highly prosperous condition.
For further information, apply to

JOHN BASCOM,
President.

MADISON, June 4, 1874.

Ready June 1st:

MEDIÆVAL AND MODERN HISTORY, By M. E. THALHEIMER, formerly teacher of History and Composition in Packer Collegiate Institute; author of *Manual of Ancient History.* 480 pp. full 8 vo. 12 beautiful and accurate double-page Maps Voluminous Index. Price $2.50. Supplies for first introduction $1.67 per copy; specimen copies to teachers or school officers for examination with a view to introduction, $1.67 by express, or $2.00 by mail post-paid.

Thalheimer's Ancient History is the same as the **Mediæval and Modern History.** The two volumes are uniform in size and binding, and together form a complete History of the World from the earliest times to the present. *The Nation* characterizes *Thalheimer's Ancient History* as "the most serviceable work of its kind within the reach of our schools."

THE AMATEUR ACTOR; A Collection of Choice Acting Plays for Young People. Edited by W. H. VENABLE, author of *The School Stage.* Full and lucid descriptions and explanations of Stage Management, Costumes, Scenery, &c., &c. Numerous elegant Illustrations by HARRY FARNY.

Price of *The Amateur Actor*, $1.50; *School Stage*, $1.25.

A PROGRESSIVE AND PRACTICAL METHOD FOR THE STUDY OF THE FRENCH LANGUAGE. By F. DUFFET, *Paris, France;* Author of Popular Method of Learning English.

DUFFET'S FRENCH METHOD, Part I: 192 pp. 12mo. Limp Cloth. $1.
DUFFET'S FRENCH METHOD, Part II: 192 pp. 12mo. Limp Cloth. $1.
For first introduction into schools; and for single specimen copies to teachers and school officers for examination with a view to first introduction, 67c. *each.*

TWELVE LECTURES ON THE HISTORY OF PEDAGOGY, *Delivered before the Cincinnati Teachers' Association.* By W. N. HAILMAN, A. M., Author of "*Kindergarten Culture.*" 12mo., 130 pp. Cloth. 75c.

MANUAL OF THE CONSTITUTION OF THE UNITED STATES, Designed for the Instruction of American Youth in the Duties, Obligations, and Rights of Citizenship. By ISRAEL WARD ANDREWS, D. D., Pres't Marietta College.

LIBRARY EDITION:—8 vo. full sheep, $2.00.
SCHOOL EDITION:—12 mo. cloth. $1.60. *Supplies for first introduction, and specimen copies to teachers and school officers for examination with a view to first introduction,* $1.07.

Teachers and School Officers are invited to send for our Complete Descriptive Price-List of *The Eclectic Educational Series*—(McGuffey's Readers, Ray's Mathematics, White's Arithmetics, Harvey's Grammars, &c., &c.) *Specimen pages* of the Eclectic Geographies, Venable's History, Leigh's Phonetic Readers, and Eclectic Copy-Books, sent *gratis* to any address. Very liberal terms on any of the *Eclectic Series* for first introduction.

WILSON, HINKLE & CO., Publishers,
137 Walnut Street, CINCINNATI. 28 Bond Street, NEW YORK.

WISCONSIN

JOURNAL OF EDUCATION.

VOL. IV. AUGUST, 1874. No. VIII.

PRESIDENT'S ADDRESS.

Delivered before the State Teachers' Association,

BY B. M. REYNOLDS, A. M.,

At Madison, July 15th, 1874.

Ladies and Gentlemen of the Association: For some reason, I know not what, it has been customary for the President of this Association to make an annual address on matters pertaining to our educational affairs. I am, as well as you, daily engaged in the arduous duties of our common profession, vexed with all its trifling and important cares, having the same anxious trials and fears that harass you, having but little time for thought and calm meditation with all the multifarious work of the school-room, but little time for extensive and varied reading and profound investigation, and, therefore it were as fit that I should seek instruction from you, as speak to you, concerning the subjects that have a vital interest for us all. True, I have had experience through years of labor, of trial and anxious effort and endeavor, but experience is not always conclusive evidence of superiority and of progression, and may not in every one's case illumine the pathway yet untrodden.

Experience should be combined with study, with observation, and with reflection, in order that one may speak with authority. Experience should make one wise and cautious, should give one new views of his work, should enable him the better to adapt means to ends, and strengthen his hands and his heart for the task before him. Experience is the best of teachers, if one listen to her, stern and authoritative instruction.

Though but ill qualified by *experience*, yet I have thought that I could not better answer your expectations than by speaking on some points of our educational affairs in this State. In passing, I think I may safely say that the past has been a year of prosperity.

The light which Prof. Pickard, a year ago assured us was breaking in our eastern horizon, is kindling its orient beams with greater splendor, promising to send beginant rays into all the State. Our metropolitan city has appropriated for her public schools the coming year $160,000, raised the salaries of many of her teachers and increased the salary of her City Superintendent one thousand dollars, and has taken and is taking other important steps in the organization and the management of her schools that promise great advance. To that rising light, let us cry all hail!

The Graded schools have been doing their customary good work, the Normal schools have moved in line, the Institutes have been unusually successful, the Academies and the Colleges have been thriving, and the University has suffered no *loss*, being efficient in all its departments from the head throughout. The School Journal has increased its circulation and useful-

ness. The rural districts have been doing earnestly their part of the work. The fourth Normal school building is under contract and in about a year will be open for the reception of students, and so all along the line there have been successful operations, while men are seriously contemplating new fields of conquest, new fields of glory.

Men are discussing our higher educational wants, and are trying to discover how these higher educational wants can be supplied, and though all may not agree as to the manner of the supply, sure it is that some way will be devised. A bill for the establishment of County Academies passed the Assembly at the last session of the Legislature—a very significant fact.

From this brief review we may see that the year, on the whole, has been a prosperous one.

There are things, however, which demand our careful attention. The supervision of schools is one of them. The subject has been discussed from time to time by this body, but no well defined plan has been unanimously agreed upon, while the County Superintendcy holds its position by a feeble tenure. It has been demonstrated beyond controversy that where there is the most efficient supervision, the schools furnish the most satisfactory results and are conducted with the greatest economy. The result is unity of purpose and of action. Better classification is secured, each grade having its own distinctive work, better methods of teaching are adopted, time and teaching force are economized, better teachers are employed, and the whole school economy is greatly improved. The supervisor should, however, be a man of energy, of persistence, of tact, thoroughly versed in didactics, school systems, school architecture, sanitary measures and in everything pertaining to the organization and the management of schools. He should be clothed with sufficient power to carry out his plans, and should have a voice in the selection of his subordinates.

Whether we have supervisors with the qualifications named, I leave you to judge.

Some are farmers, some clergymen, some lawyers, some physicians, some politicians, some teachers, who have had indifferent success as such, and some are teachers of marked success and adorn their calling, laying broad and deep foundations capable of sustaining a noble superstructure. Whether we should have a town or a county system of supervision I will not take upon me to say.

It seems to me that the subject should be thoroughly and carefully canvassed in the light of theory, of observation, and of experience, to the end that some way may be found whereby our schools may have more thorough supervision than they now receive.

Another subject which will occupy your care at the present meeting, is that of intermediate schools. A link is wanting in our educational system which can be supplied only by schools intermediate to the common schools and the colleges. This link wanting, the existing grades are now required to do work not properly in their sphere. The Normal Schools cannot meet this want. The city High Schools, as now organised, can meet scarcely more than the wants of the cities, but by more thorough organization their sphere of usefulness might, perhaps, be greatly enlarged. The New England Academy cannot supply our wants. The New England Academy was a private denominational school, having in view classical instruction principally. They are all dying out and giving place to High Schools, except such as have an ample supply of funds. These Intermediate Schools must be established on a popular basis, so as to be *Common* Schools. No others will be successful. Their curriculum of study must be adapted to the wants of the whole community. The New England Academies grew out of the educational wants of the time in which they sprung up, but they are yielding to advancing ideas.

New England is a commercial and manufacturing community, Wisconsin is an agricultural State, and hence the cur-

riculum that might suit them might not in all respects suit us. While we may derive many good suggestions from New England in reference to school economy, still our educational arrangements must be adapted to our special case. We must educate our own teachers, our own artisans, and our own business and professional men. To this end these schools must be organized, and in arranging their plan of study we must remember that all who attend on them are not to be poets and philosophers, all are not to be scholars, all are not to be statesmen and professional men, but are to be engaged in every department of manual as well as intellectual labor. I hope the discussion will take a wide range and be such as shall enlighten our people on this very important subject.

It forms no part of my plan to discuss the Normal Schools and the University. They are doing a good work and will adjust themselves to their distinctive spheres of labor in due time. And here I am led to speak on a subject that has forced itself from time to time on my attention. I refer to the restless impatience of our western people for immediate and tangible results.

If mind were something as easily shaped as wood and stone, we might, perhaps, be justified in our impatience. But institutions are of slow growth. Civilization advances slowly, sometimes making apparently rapid strides, and then receding with quick rebound. When will this rebound come with us in our educational matters? We must make slow but sure progress, fortifying every position won, not moving more rapidly than the people follow. Wisconsin is scarce fifty years old, while New England is two hundred and fifty. Our people has been largely migratory, and is not homogeneous; in New England it is stationary and homogeneous. New England institutions cannot be transplanted to our State intact—no more can German and Norwegian institutions. Institutions of our own must be established by ourselves suited to our society and wants, and they will be slow in their growth and cannot be forced. The difficulty with our University was the legitimate result of this forcing, endeavoring to transplant a full fledged New England College or German University to Wisconsin, a State yet in its infancy. The result was an inevitable failure, and the men engaged in that enterprise were held responsible for what was absolutely beyond their control.

Our New England fathers did not and could not transplant English institutions to New England shores in all their fullness and perfection. Those early fathers had a long contest with unreclaimed nature and uncivilized man, and the institutions of their founding had a long and severe struggle for life. With some of their educational institutions, that struggle is not yet ended, while others are on a firm basis. It should be a matter of joy and gratitude with us, that with our people, made up of so many nationalities, we have made the progress we have. Greater obstacles meet us than met the New England fathers in some respects. They all had the same national spirit, had been reared under the same national influences. Not so with us. We have a population from many different States of the Union, from Canada, from Ireland, Scotland, England, Wales, Scandinavia, and nearly every European State, all having their local and national prejudices, national thought and national spirit, and all this to be brought into one harmonious body politic. It would be strange indeed if they would all at once act harmoniously upon a given policy, and, therefore, out of this heterogeneous mass must rise new institutions suited to our time and our people. These institutions will not and should not be, of mush-room growth.

When our Colleges and the University have a large and influential body of Alumni, they will become strong, and when they become strong and send out an influence corresponding to their strength, the Normal, High and Primary schools will feel that influence for good, for they are the streams, of which the Colleges and the University are the perennial fountains.

This impatience which we witness on all hands leads to rash measures, produces weakness, retards our progress and is liable to destroy. It leads to a want of confidence and frankness between boards and teachers, to a distrust of much of the teaching force with which we cannot at present dispense. This material we must use, bidding every man God-speed, disparaging no man's work that he is performing to the best of his ability and from conscientous convictions of duty. We should be charitable in our judgments, encouraging in our words, always extending the right hand of fellowship to our colaborers, and always jealous of the rights, the prerogatives and the dignity of our profession. Out of this impatience rise in great measure, the frequent changes of teachers which we witness in all our cities and villages from year to year and from term to term. Were the Professors in our Colleges, east and west, held to the same strict accountability as the teachers in our graded schools and their usefulness determined by the percentage of scholarship of their pupils, it would be difficult to fill the chairs with respectable men. The broad results of a man's usefulness cannot be expressed in percentages. Sometimes a man who obtains low percentages, may be laying the foundation of character in his pupils that will stand the wear and tear of active life, that will withstand every temptation, engage in no salary grab or Credit Mobiliers, that may swear to one's own disadvantage and yet not change.

So, too, a man who secures high percentages and stern discipline may be the man who is working the moral ruin of his pupils. Character is as important as learning, integrity, as distinguished intellectnal attainments. Every man and woman loves Washington not for his splendid talents, for they were far inferior to those of Burr and Hamilton, but for his sublime moral courage, his unyielding integrity and his disinterested and self-sacrificing patriotism. A man's unconscious influence on his pupils in forming their characters cannot be expressed in percentages.

The universal breaking up of the relation between boards and teachers at the end of the yar and in some places at the end of the term, is a most pernicious custom. Thereby the efficiency of our teachers is weakened, I really believe, not less than twenty-five per cent. Time will not allow me to point out all the consequential evils. Every teacher is in a state of doubt and uncertainty, his courage is dampened, his ardor cooled, he is robbed of his manliness and independence, his honest convictions are stifled, and he is divested of his efficiency as an educator. The whole thing is wrong, viewed in whatever light you please, and I call upon every teacher in the State to protest against it as unworthy the high vocation wherewith he is called. Until this is corrected we are not a profession, we are hirelings. And that I may not be misunderstood I wish to say here that I mean these remarks as no reflection on Boards of Education. It is no more their fault than it is the fault of the community. Our Boards of Education are edtitled to our lasting gratitude for the immense amount of useful labor they have done in the northwest in behalf of common schools, in building school houses, securing sites, procuring means of illustration, employing teachers, adopting text-books, watching over the schools, settling difficulties between teachers and patrons, and enforcing discipline, and this, too, without compensation, without thanks, amid fault-finding, unjust criticism as well as charges of dishonesty and incompetency. These boards, I repeat, are entitled to the lasting gratitude of our people, and far be it from me, here on this public occasion, to detract one iota from their just claims to consideration, while I condemn a custom that is no less a disgrace than it is an injury to our profession, and to the cause of popular education.

It is not now a question for discussion whether public schools shall be maintained, but what is the true function of the several grades, and what shall be their economy? How shall the educational fabric be adjusted so that there shall be

harmony among all the parts and each perform its true function? How shall the antagonism between the private institutions and the public schools be removed so that all may work for a common end without conflict? These are questions pressing for consideration.

There is a danger to which we are liable and into which we shall run in our hot haste unless we exercise care. There is a danger that higher and technical education may be made too cheap and thereby become a curse instead of a blessing. Man by nature is physically lazy, and so he struggles with an effort worthy of a glorious cause, to avoid manual labor, and there is therefore a general rush for the intellectual fields of labor, and the State by breaking down the barriers and removing the obstacles in the way of obtaining higher education, fosters and encourages this effort to avoid manual labor.

Most of the men who have risen to eminence and left their impress on the institutions of their age and country, have been men who from early childhood, contended with poverty, "made their way through the crowd that closed up against them, over the rich and proud that with armed heel would crush them, baffled poverty and want, and finally stood up in the serene majesty of the soul acknowledged chiefs and leaders of their race—noblemen, with the patent of their nobility written not on parchment, but with God's own hand on their hearts." They were not dandled in the lap of luxury nor carried to their proud eminence on flowry beds of ease. They are glorious examples. I seriously question the policy by which the State breaks down the natural resistances that must be overcome in order to obtain higher and technical education. She may spread the table with viands rare, but let the student pay for what he receives. I know I am treading on delicate ground, but such are my convictions.

In proportion as the higher education is made cheap and easy, in the same proportion it will become degraded, and all the fields of intellectual labor will be filled with men of third and fourth rate ability, obtaining a precarious livelihood and consequently not obtaining it by honorable means. It might be interesting to inquire how much of our modern corruption grows out of our cheap education. And it is an interesting question, too, whether education should be accumulated as in Germany or disseminated as in America. We claim the latter as a self-evident truth. The tendency of our age and country is a leveling tendency but the trouble is we level by lopping off all heads that rise above the general average as well as by raising those that are below. There is a proposition to make tuition free in the University. I hope before that step is taken there may be a calm discussion in regard to the consequences of the step. We must avoid wild extremes even in education. I have no sympathy with communism nor with anything bordering upon it. And it may be a question whether there may not be such a thing as communism in matters of higher education.

Since we last met in convention a great void has been made in our profession by the death of the great teacher of modern times. Perhaps no man since Bacon has done so much to advance the cause of science and knowledge among men as Louis Agassiz, and "it would be a strange neglect of a beautiful and approved custom" if this association "should give no formal expression to her grief in the common sorrow nor find one affectionate and grateful leaf to set in the garland with which the scientific world has bound the brow of its child—the mightiest departed." What enthusiasm he inspired, what conceptions he formed, what fields of thought and investigation he opened to our admiring eyes, and in the full meridian of his glory and the plenitude of his power he was cut off in the midst of his labor, and in our hearts sorrow and "exultation are contending for mastery as in the bosom of the desolated parent whose grief would not hinder him from exclaiming, 'I would exchange my dead son for any living one of christendom.'" Yes, "this sun of science is set,

but there will ever remain in his sky, the sunset glory of his undying fame."

I come now to the saddest part of the task you have assigned me. Death is no respecter of persons. He approaches the abode of the rich and the cottage of the poor with the same unrelenting power, bringing the same imperious message. During the year he has laid his icy hand on one of our number, the efficient and honored Principal of the Oshkosh High School, Prof. Arthur Everett, who was suddenly summoned in the midst of his labor, in the dawn of an early manhood. To know Mr. Everett was to love him, to see his devotion and earnestness was to honor him. Mr. Agassiz we mourn for his "more distant and more general titles to fame and remembrance," but of Mr. Everett, we come his cherishing brothers, "to own a closer tie, to indulge a remembrance more fond," for he was our immediate and beloved colaborer. Side by side we have labored, sympathizing with each other and taking sweet council together. How much will he be missed in that home where he was the affectionate husband and father, by his confiding pupils, in the social circle, in the community of which he was an honored member, by his immediate fellow teachers and in our educational gatherings, "where his form seems ever to stand and his tones to linger." Thus we, too, must one by one be carried to our final resting place, "passing away, passing away, like the pride of the wave" passing from mortal view to take on immortality.

But I am extending my remarks to an unreasonable length and trespassing on your patience. There are many things of which it would be proper to speak on an occasion like this. I might speak of the past and the present usefulness of this body of teachers. I might read off a long catalogue of names that have been enrolled in our records during the last twenty-one years, which are names of pride, not to us alone but to all who work in the cause of popular education. I will not read off the inventory of our jewels. Some are still laboring in the good cause in this and other States, some have gone into other departments of toil, and some have closed their labors on earth and laid them down in their last sleep and their works do follow them.

In this annual gathering may we gain new inspiration, new and loftier views of the teacher's profession, renew our assurances of sympathy and regard for one another, and by these exercises be enabled to return to our several fields of labor with increased devotion, and better prepared for the service to which our lives have been consecrated.

PREPARATION IN VACATION.—The travels and recreations of vacation should not wholly shut the duties of the future out of mind. The faithful teacher will take pleasure, even in periods of rest, in gathering material for class-room use, and in devising plans for professional improvement. The opportunities of travel and visiting will furnish many facts and principles that may be used in illustration of school lessons; and all should be carefully treasured in note-books and memory. The experience of the last year has, very likely, indicated branches of study or methods of instruction in which the teacher is weak; and the cool mornings of many summer days may profitably be given to a review of these matters, and to general reading of popular science, history, travels, and other literature not remotely related to our work. A single dollar to "*The Tribune*, New York City," will bring back, in a huge package of the famous *Tribune Extras*, enough good reading of the freshest and best scientific lectures, etc., for the whole summer. Some excellent work may also be done, by way of review of all common-school branches, upon the lists of questions prescribed for the examination of teachers, and which are easily procurable from the County Superintendents or in educational magazines and reports. Teachers who need nothing in review may well break ground in some new study, which shall prepare them for promotion by and by. Of course, attendance upon such professional conventions and institutes as are within reach will not be neglected.—*Michigan Teacher.*

ARE THE NORMAL SCHOOLS LOCAL?

BY PROF. A. SALISBURY, WHITEWATER.

It is often charged against the Normal Schools of the State, that they are local in their influences, of service only to the territory in their immediate vicinity, and so the means of an unfair or partial distribution of the public funds. This statement is so often made and repeated by those whose general intelligence gives weight to their sayings, that it seems really needful that a few facts be placed within their reach. Indeed, in all our discussions of educational policy, there is nothing so much needed as proven facts on which to ground our arguments and opinions; and it is not often that the facts are so accessible and undeniable as in the present instance.

Assuming that the Whitewater Normal School is not exceptional, but that what is true of it is true of the others in about the same degree, I will give a few statistics derived from a careful examination of its records.

This school has now been in operation six years, with an aggregate of 770 different pupils and an average annual enrollment of 210 pupils belonging strictly to the Normal department.

Whitewater is so located that a circle drawn about it as a center with a radius of twenty-five miles, would include nearly the whole of Walworth, Rock, and Jefferson counties, with half of Waukesha and a corner of Dane; with such towns as Janesville, Stoughton, Fort Atkinson, Lake Mills, Watertown, Oconomowoc, Eagle, Palmyra, Elkhorn, Geneva, Delavan, and Clinton within the circle.

What share of the school's membership ought to come from outside the region described?

During the first year of the school's existence, 58 out of 172 pupils, or about 34 per cent, came from beyond the limits designated.

In the years since, the proportion of pupils from a distance has slowly but steadily increased up to the year just closed, the average for the whole six years being just 40 per cent of pupils living outside this circle with a 50 mile diameter in the most thickly settled portion of the State; while but 24 per cent have Whitewater as their post-office, many of these living from five to ten miles away.

During the past year, 25 counties have been represented, including such distant ones as Crawford, La Crosse, Pierce, and Marathon; while eight pupils come from the States of Illinois, Iowa, New York, and Pennsylvania. The proportion of academic pupils from abroad is also considerable.

Of the 51 graduates of the school, but 31 resided within the 25 mile limit, the proportion being almost precisely the same as in the general membership.

But there are other considerations quite as important as the residence of pupils. The office of the Normal Schools is not to furnish a liberal education to the youth of the State, but to provide teachers for its schools; and they are to be adjudged local or general in their influences according to the distribution of the teachers that they send forth. Let us apply this test.

Of the 36 graduates of the Whitewater school previous to the late commencement, three, for various reasons, have not been teaching during the past year, eight have taught in this part of the State, while *twenty-five* have taught in places at a distance and widely separated.

Of the 15 just graduated, perhaps three-fourths will teach in places from 50 to 200 miles away. The same general distribution of workers is to be seen among the undergraduates, especially those who have passed over the first half of the course of study.

There is little reason to doubt, as already intimated, that the other Normal Schools can make as good, or perhaps even a better showing in these directions. If this be so, what becomes of the assertion that the Normal Schools are local?

But their influence does not end even here. If not yet the strong fortresses, they are at least the conspicuous look-out stations of our educational field; and the influence they exert, upon the standards and methods of instruction, is by no

means confined to their own membership. The atmosphere which they greatly help to create is as regardless of boundaries as the air of heaven.

QUESTIONS AS TO NORMAL SCHOOLS.

BY A TEACHER.

Will the people listen to a few words concerning Normal Schools—Schools should be their names, not Universities. A new one is to open at Carbondale, Ill., in September. The truly noble building there will, it is announced, be dedicated on the first day of July next, with appropriate ceremonies, addresses by the Governor and Superintendent of Public Instruction and others. What shall be its course of study and its methods? This is a question to interest the whole community, not the Trustees and Faculty of the school alone. Shall it be simply a rival of all the village and city high schools and academies of the State, or a real, aspiring Normal and training school, with a distinct and clearly defined purpose? Shall it be a repetition or copy, a little improved, perhaps, of such schools as are scattered all over the land with teachers a trifle better, and better paid and provided with means for carrying on their work in a better manner, or shall it enter a field as yet mostly unoccupied, and make for itself a place and a province somewhat new, but necessary to the completion of our system of public education? The nation has thus far seemed to assume that these schools ought to enter the lists as competitors for patronage against all the other schools, and even the colleges and universities, in part at least, of the State. It is by no means the fault of the existing Normals that they are such. Most of their conductors have protested, very feebly sometimes, against this tendency and demand. Has not the time come when it can be successfully resisted and a better end be sought and attained?

This question is not meant to suggest a suspicion of the motives or wisdom of these men, nor a condemnation of their methods for the past, nor yet a criticism on their management of their respective schools. By no means. They had a new path to mark, and it is not strange, if, in the haste of public expectation, they did not, the first time, strike the best route. A new continent of educational work was to be discovered, conquered and cultivated; and it is a proof of their honesty and wisdom that they made so few mistakes. They had a new method to popularize, and they have done noble pioneer labor, and should be honored accordingly.

The question, however, recurs, cannot better work be done by another method, one diverse from that in other schools? Cannot Normal Schools act as stimulators to elevate all other schools, particularly and directly the lower ones? Abstractly there are two courses open to them—one to do the work of our high schools and a little more, rather more thoroughly, and looking towards a different application of the results—the other to do more and differently, not to meddle with the high-school work at all, or only to examine and test it, to polish and idealize it. If they take the first course, will they not withdraw many of the best pupils from the high schools, and thus, in fact, actually depress the standard of scholarship, and by tempting immature minds to come to their halls, will they not damage their own students and degrade their own work? If they pursue the other plan, will they not unconsciously compel the high schools to adopt better methods and to retain their pupils longer, and at the same time infuse into their own scholars a greater ambition to study further and longer, and with still better advantages and higher enthusiasm?

Would it not be well to reconsider and ask if a time has not come to arrange our Normals on a higher plane? For instance, put up the standard of admissions as high as the ordinary high school carries its pupils; let this include a thorough knowledge of Grammar, (including Etymology), Arithmetic, Geography, Algebra, Geometry and History, with something of Latin, English Literature and Natural Science. After the scholar is admitted to the Nor-

mal school, let these studies all be reviewed with special reference to some original or personal observations, but more specially and particularly with reference to the logic and rhetoric of their methods, both of investigation and communication. Then let the further course be made to include all the Natural and Physical Sciences, with Mensuration, Mental Philosophy, Ethics and Politics, along with Music, Gymnastics and some Art study and Drawing. This may be called a large course; but is it too large for a teacher? And can our Normal Schools maintain respect if they are content to do less than this? If they are to furnish teachers for the high schools—the best of them—they must teach not less than what has been named. Why may they not allow the common schools to do the elementary drill, and themselves choose the higher range and scope, and thus elevate all below them? Since language is so much used in teaching, and since our English tongue contains so many words from Latin, why should not a Normal demand the study of Latin as a necessity?

It may be objected to this that public opinion will not tolerate so large a course. But can it not be educated to demand no less? Again Normals have not facilities for all this high work. Can not they be endowed and provided with the means? Students will not remain long enough? Will not a few do so; and would not five who shall go through such a course, be really worth more to our system of public education than twenty who will not? Has not a time come, we repeat, just as our State is to open a new Normal, to consider these questions again? and perhaps to settle them on a higher basis than has heretofore been possible in any Normal in the past?—*Illinois Schoolmaster.*

A Pretty Scientific Trick.—The following is endorsed by Prof. Young, of Dartmouth College; it will afford, perhaps, an occasional hour's amusement around the evening lamp, and stimulate scientific research among the young folks: Wet a thick piece of wrapping paper or half a sheet of heavy foolscap paper; dry it thoroughly over the register, or on top of the stove; while warm lay it down upon a varnished table or dry woolen cloth, and rub it briskly with a piece of india rubber. It will become electrified, and if tossed against the wall or the looking glass, will adhere for a long time. Tear some tissue paper into bits one-eighth of an inch square, and a piece of paper electrified in the way described will attract them in a very amusing manner. Set a japanned tea-tray (the varnish must be in good order, not worn off much or cracked) upon three dry goblets; lay into the tray the electrified paper, touching the tray you will get a smart little spark; lift the tray again you will get another spark, but of the opposite kind of electricity; replace the paper, and you get another, and so on indefinitely. The tray and paper form, in fact, a very neat and effective electrophorous with which can be performed many of the experiments described in the text books.

The Educational Sins are seven, to-wit: 1. Placing faulty copies on the blackboard for children to follow; 2. Allowing expressionless reading to pass uncorrected; 3. Overlooking the first act of disobedience in a child; 4. Neglecting the art of computation in the lower grades; 5. Allowing children to be slow in giving answers in tables; 6. Detaining children after school hours; 7. Failing to close a recitation when the time for closing it arrives These educational sins are all mortal, that is, they kill the soul of instruction and deserve condemnation.—*Chi. Teacher.*

Engaging Manners.—There are a thousand engaging ways, which every person may put on, without the risk of being deemed either affected or foppish. The sweet smile, the quiet, cordial bow, the earnest movement, in addressing a friend, or more especially a stranger, who may be recommended to us, the graceful attention which is captivating when united with self-possession; these will insure us the good regards of all. There is a certain softness of manner which should be cultivated, and which, in either man or woman, adds a charm that is even more irresistible than beauty.

SYMMETRICAL DEVELOPMENT.

BY MISS JENNIE FIELD, MADISON.

We live only as we grow. We live rightly only as we grow regularly. We live fully only as our whole nature is developed and rounded into symmetry. "The tree that has ceased to add an annual ring to its girth every year has begun to decay." The mind that has ceased to add to its knowledge and to enhance its power has begun to fail. The soul that has ceased to look upward to God, ceased to press forward toward the ideal life, has lost its purity and its power and sinks down to the low plane of the earthly life. The nations that are in vigorous life today, that have good governments, that enjoy commercial and financial prosperity, educational privileges and religious freedom, are the nations that are growing; they are striving after a higher civilization, the development of latent powers yet to be matured. Growth—steady, continuous growth—is the condition of all living.

In man, a spiritual being, the process of unfolding and perfecting is most marked. His nature developing normally moves outward in ever-widening circles; the growing faculties are lengthening radii which diverging from the central soul reach out into the boundless universe of truth and excellence, whence the treasures gleaned are borne inward along these now converging lines—the soul's avenues of communication—to enrich and beautify the real life.

All living organisms have their peculiar laws of growth and the highest perfection of each is secured by the strictest obedience to the law of its nature. Man's free moral nature does not release him from the necessity of obedience—obedience not alone to natural law but to that higher, more imperative law implanted in his moral constitution; and his highest perfection is obtained through the closest conformity to the plan of his being, which involves the harmonious development of all his powers. This symmetrical growth is secured only by the systematic, persistent exercise of every faculty under the restraining, guiding influence of the reason. Education with us means little more than the training of the intellect, and that but partially, being mainly the discipline of the memory and the judgment. Theodore Parker somewhere says that in America every one gets a mouthful of education but scarcely any one a full meal. Culture, the training and finishing of the whole man, is requisite to the formation of a healthy, well-balanced character. The foundation for a noble life is laid broad and complete in our mental constitution; it remains only to rear wisely the superstructure.

We are encumbered with no superfluous members. Nature has nicely adjusted and carefully balanced the parts; it is only by undue expansion in certain directions and undue contraction in others that the original symmetry is destroyed. The proper equipoise being thus disturbed further growth only increases the distortion. The man becomes warped and one-sided, a very caricature of manhood. The natural result of abnormal growth by sedulous devotion to a single line of thought is exemplified in men of one idea, those greatest bores of society—radicals and enthusiasts of little learning and no discretion, whose advocacy of any cause is enough to bring it into disrepute.

If one finds peculiar pleasure in the exercise of a certain faculty, or has a special aptitude for some particular employment, this may be taken as a hint of the pursuit in life he may profitably follow. "His talent is his calling." But the man is more than his work, his powers more than mere instruments of his labor, and no mechanism can so employ the hands, no investigation so exercise the brain, no philanthropy so stir the heart as to call out the full vigor and energy of the life. The man who is master of only one occupation, like a body in unstable equilibrium, has but a single point of support, and, if this give way, he falls; he is indeed the creature of circumstances. He who has wide adaptations is able to control circumstances and even turns to his advantage the reverses

of fortune. While the man alive to his own interests will seek a high degree of skill and proficiency in his business, he will not, to gain this proficiency, sacrifice the welfare of his whole nature. He will not narrow his life to the details of his toil and bound his vision by the walls of his workshop, but rather making his work the starting point of his effort he will push outward along many lines impelled by the increasing activity of his spiritual nature.

The fact that woman is peculiarly adapted to household duties and home enjoyments does not limit the extent of her culture or the range of her influence. It is an indication of her office; it fixes the center of the circle within which lie her duties, but no finger may trace the circumference which can only be determined by the innate power of the soul. It is time the half truth expressed in the trite saying that woman's domain is home, were supplemented by that other equally true statement that her domain extends as much further as she can reach.

We want no mere specialists, of whom it takes at least nine, as of tailors, to make a man; persons who live each in his narrow cell, occupied with his limited work and unable to comprehend the motives and aims of his nearest neighbor. Man is not, like a machine, to grind out a single product, or, like a bird, to utter a single song, but cultivating his whole nature he will employ his energies in many noble works and speak his thoughts in varied and expressive language.

There is more in every life than it has yet lived; it waits for culture to transform the hidden and possible into the visible and actual. No one thinks himself to be fully understood, is not willing to be measured by what he has done or been. He believes that he can reach still higher, that he holds in reserve powers yet to be exercised. There is a longing in the heart of man for greater fullness of life, for a range of vision and a power of action not yet enjoyed. This want can only be met by a broad Christian culture which not only expands the mind but links the spirit with the Infinite, and secures that soul symmetry in which the will maintains a strict and righteous government, preserving a just relation between the parts and subordinating the physical nature to the spiritual. The life then growing uniformly enjoys a state of healthy, free activity and steadily advances toward the ever-receding ideal which becomes more desirable as the real approaches it.

True culture shuts the door against vice by preoccupying the mind with noble thoughts and by giving the opportunity for stimulating and elevating recreation. To secure recreation there must be some change from accustomed toil. To the narrow-minded the only diversion is found in some low, perhaps debasing, pastime.

It is matter of frequent comment that great artists, poets, and in fact most geniuses, have been men of singularly immoral character. Now the genius is a one-sided man. He secures his eminence by the predominance of one faculty over all others. His greatness in one particular is balanced by a corresponding littleness in other respects. The work of the artist is ennobling, but devoting himself solely to art he fails of that complete and harmonious culture in which he might find at once diversion and profit; so for amusement he descends to the gratification of merely animal appetites, winning fame at the sacrifice of virtue. It is not that there is any necessary connection between art and vice, but that the artist has allowed his æsthetic tastes to overpower his moral intentions.

Generous culture conduces to liberality and charity. He who sees a little truth clings to it tenaciously insisting that he has all. He who grasps a great truth is prepared to believe that yet more may be gained by a stronger hand; he establishes no fixed bases, but rather moving points. No large-brained man was ever a bigot; no large-hearted man was ever a tyrant. Only littleness is illiberal; greatness is truly catholic. It should not be occasion for lament that the age of martyrdom is past. That was only possible in a state of comparative ignorance and darkness.

Faith is not weaker, religion has not a slighter hold to-day than in former times, but education is more general and light is more widely diffused. Men will rather live now to advocate great truths than die to maintain dogmatic statements. Thorough culture tends to social harmony by wearing off the sharp corners of angular natures and by broadening the sympathies of men.

Culture opens new fields of enjoyment and contributes to human happiness. It brings one into sympathy with nature, makes him susceptible to the beauty of forest, lake and sky, enables him to penetrate beneath the surface and discover the operation of hidden forces and the nice adaptations of means to ends. The world grows wider and fairer as the vision broadens. Only the truly cultured man is able to "look up through nature to nature's God." He views phenomena with an appreciative eye seeing perfect unity of design amid endless variety of form, and discerns in the opening of a bud or in the circling of worlds an expression of infinite wisdom and beneficence.

When culture shall become broad and universal there will be no mental dwarfs or moral pigmies, but human nature will be exalted to a sublimity rarely seen in its greatest heroes. Impressions will not then be sent back unheeded by any part of the nature like echoes revoiced by the unconscious hills, but his eye being trained to see the beauties and his ear to catch the harmonies of nature his soul will find a charm in her loveliness and inspiration in all her music. Innumerable voices will speak to him from without and within more full of meaning than the messages whispered by the oaks of Dodona or the prophecies of Delphic oracles. As dwellers in some narrow valley climb the mountain heights to breathe the free air and catch a view of some enchanting landscape, so we hemmed in by ignorance and vice need to mount to the hill-tops of knowledge and purity in whose sweet atmosphere we may enjoy the delights that flow from true and generous culture and from whose serene heights we may catch a glimpse of the greatness of the Creator.

The Æsthetic Education of Children in Common Schools.

The education of our children in the past has been very partial and contracted. Large sections of their nature have been neglected in our educational system. The intellect alone has received any systematic exercise; but even that has been very one-sided, appealing too much to the merely acquisitive powers and too little to the perceptive and reflective. The moral faculties have not been systematically educated, and the physical have been entirely ignored. The wide range of powers that form or have relation to the æsthetic part of our nature has been quite forgotten. But there are pleasing signs of late, that our ideas of what education is begin to broaden. We are slowly beginning to believe that true education is the systematic culture of the whole of the faculties of our nature, and we begin to train where formerly we despised. Our intellectual education becomes wider, systematic moral training draws attention, and physical exercises are being introduced into our schools. But very little has yet been done towards the training of Taste. Our teachers have scarcely thought of their duty and their privilege in this important and pleasant field, and our schools have very little æsthetic surroundings, and less of systematic æsthetic training.

This neglect has told grievously upon the nation. We are a rude people, and we greatly pride ourselves upon our rudeness. We have mistaken roughness and abruptness for energy and honesty. We have reckoned art as artifice, and, with our great uncultured vigour, we have despised the sweeter elements of character, that would have adorned our strength. Thus we seem to our more cultivated neighbors to be altogether devoid of taste, and we receive their pity, if not their contempt, and we deserve it. Our best society, as confessed by our greatest writers, is wanting in the culture, sweetness, and grace that are seen in other

nations, and the mass of our people are rude, boorish, and still largely savage in speech and behavior. Our better manners are more the imperfect imitation of those of foreign society, than the spontaneous outcome of inner culture based on thorough æsthetic education. It is time that we should try to redeem our disgrace and recover our loss in this the sweetest part of human nature; and we are making some efforts to do this. Taste begins to grow amongst our people, though it is as yet a puny plant and hardly naturalised; art begins to flourish more vigorously and take deeper root in our colder clime; our manners begin to ameliorate; and our Government recognises it as a national duty to foster art training in our schools.

But our efforts must be more systematic to have any prospect of success, and we must commence them earlier in life. We must begin with our schools. We must set ourselves systematically to train the taste of our children. Our schoolmasters have a most important national function to perform, if they waken to their responsibilities and power in this respect. There is no class in the community that could achieve what our teachers could achieve, towards training the national taste and elevating the æsthetic culture of the next generation, if they were to set themselves to the great and delightful task. For it is with the tender and susceptible minds of the young, who are to become our future citizens, that we must deal in this work of delicacy and sweetness, if we are to inspire our people with æsthetic life. It is here that our mission lies—our common schools must be schools of æsthetic culture. There is no doubt that, by means of our schools æsthetically adorned, our schoolmasters æsthetically educated, and our children æsthetically trained, a national reformation in taste could be achieved. If this is to be done at all, it can only be effectively done by means of our scholastic machinery. The national heart of our future æsthetic culture beats in our schoolrooms; and we must vitalise its action, and enrich and purify the blood that flows thence, if we wish to strengthen and purify the national life. It is because I have a thorough conviction that our best and most effective field of culture and refinement lies in our schools, that I would seek to direct the attention of the profession to their great possibilities in this important and neglected field.

But this matter of æsthetic training has a more direct bearing on our schools and schoolmasters. It is a great element in their happiness. In no element of school life is there such variety as in this of æsthetic influence. In some schools, there is a sweet attractiveness, a delightful air, in which it is pleasant to move and work—an air as impalpable as the air of heaven, but, at all times, as full of brightness and life as a sunny day in summer. In other schools, there exists an unhappy atmosphere, and a cold, depressing, irritating, hardening influence pervades the room and all that is done in it, as if a chill east wind were blowing through the heart. And there are all grades of difference between schools in this respect, from the brightest and sweetest, to the dreariest and worst. The greatest cause of this difference in school tone and atmosphere is a moral one; but one undoubted cause is the presence or absence of æsthetic influences.

It is to some of the means of æsthetic training that I would now seek to direct the attention of teachers. It is because I have felt the delight or the depression of their presence or absence, that I would wish every school to be pervaded by something of their light and sweetness; and it is the conviction daily forced upon me in moving about amongst schools, that every one of them might have more of this happy air pervading them, that has induced me to advocate the subject. The work of schoolmaster is, beyond doubt, one of the most trying and most laborious in the world. It should, therefore, be surrounded and pervaded, as much as it can be, with higher and brighter vitalising elements, that will lighten its drudgery and illuminate its toil. I am convinced, from what I have seen achieved in this way, and from more

that could be achieved, that every schoolroom in the country might be made as pleasant as our homes, and thus become a centre of attraction to our children, and a bright memory to them in after years. It is the duty of all interested in education to do something towards making our less fortunate schools as sweet as the best, and all our schools sweeter, brighter, and happier than they are; and I now seek to make some contribution towards this end, so devoutly to be wished.

In what I shall say on the subject, I shall try to be as practical as possible. It is not a matter of mere sentiment and fine talking, but of practical effort, of work to be done. I shall enter into more or less detail—detail that may be reckoned by some finical and excessive; but I would remind all such that, in this subject of training in taste, detail is everything, and that, without severest attention to the smallest details, true and correct taste cannot exist, any more than there can be perfect cleanliness without minute attention to every part of the body. I am certain to give expression to many things regarding which there will be differences of opinion; but this is as it should be. I wish merely to rouse thought on this neglected part of education, and I desire every man to take his own best way to the same good end—the training of our children systematically and successfully to a love and practice of the beautiful that will be second only to the love and practice of the good and the true.

Æsthetic Education is both Passive and Active. The Passive or Insensible education of Taste is received unconsciously from the surroundings of the children, the persons and things amidst which they move. The Active education of taste is given by the teacher, through special instruction and training specifically designed for this end. Of these two kinds of æsthetic education I proceed to speak.

I.—THE PASSIVE OR INSENSIBLE EDUCATION OF TASTE.

The Passive education will be received chiefly in three ways:—(1) From the schoolroom itself; (2) from the persons that form the school; and (3) from the teaching.

I.—*The Insensible Influence of the Schoolroom on Taste.*

(1). The School Premises. These should breathe as much as possible of æsthetic influence. The situation of the school should be open and cheerful, and should command, as far as possible, a pleasant, if not wide and beautiful, prospect. It certainly should always do this in the country. The school buildings should have, in every case, some architectural merit. I hope our new buildings in Scotland will help to redeem the reproach of the past in this respect. The playground should be ample, and well drained and graveled, with no unseemly irregularities or pools on its surface. It should be enclosed with a neat wall and railing, and a more or less ornamental gate. There should be a garden round to the school walls, at least, bright with the presence of many flowers, kept with loving care by the teacher and the children, and exhibiting some of the finer effects of artistic gardening. Trees and plants should be trained up the walls, which should be radiant with the hues of the rose, and the honeysuckle, and their companions. Standard trees would surround the playground with fine effect; and one would like to see—what is sometimes seen at our village schools—some of our greater forest trees, as the tall elm and the oak, throwing their grand, umbrageous protection over every schoolroom. The offices should be, as far as possible, hidden from view, in a retired part of the ground, and not obtruded on the eye, as they too often are; and they might be still more shaded from sight by well disposed shrubbery.

Every school should have a commodious entrance-room—for it should be a room, and not a miserable little lobby, as it so often is even where it exists. This room should contain sufficient space for the hat and cloak of every child, who should have his own peg, properly numbered. Each class should have its own portion of the wall. These pegs, should be so placed as not to interfere with each

other, and should not be above each other, as that prevents cloaks and other articles being properly hung. None of these things should be carried into the schoolroom. There should also be provided a mat to wipe the feet, a grating for snow and mud, a scraper for dirty roads, and a stand for umbrellas. Without these, no schoolroom can be kept clean, tidy, and healthy. There should also be, in connection with this entrance-room, but in a separate department off it, lavatories and drinking-places, with all requirements, according to the number of children in attendance. These lavatories are important parts of school accommodation, and necessary auxilaries in preaching "the gospel of soap"—a primary element in the training of taste.—WM. JOLLY, *Inspector of Schools, Scotland, in the Schoolmaster.*

TWENTY-THREE States now have county or district supervision. The State Superintendent of Indiana says: "Every successful state has been led by necessity to adopt it." Maine says: "This system, it is believed, has added 25 per cent. to the value of the school work." The Committee of the Illinois State Teachers' Association says: "The education of the children of the State is of vital importance. If a corporation had 11,396 workshops would not every one be looked after by a man who understood the business? What is true of workshops ought to be true of schools. The community has a deep interest in the kind of work turned out by our 10,000 teachers. Experience has proved that, by a proper supervision, the standard for teachers can be raised. If the efficiency of our schools could be doubled it would be equivalent to adding $8,907,036 to our revenue."

LEARNING TO TEACH.

They had been talking of the presumption of those who undertake to teach without learning how to do it, and of the folly and wrong of employing them. "It is about time," said he, "that we were rid of the notion that teaching is the one thing in the world which people can do without knowing how. A farmer," he continued, "would hardly employ a hand who did not at least, claim to understand the business. A young woman who should set herself up for a dress-maker simply because she could use scissors and needle, and had seen dresses cut and made for herself, would be pitied or laughed at. Yet persons ask to be employed as teachers who do not profess ever to have devoted a day to specific preparation for teaching. They have been taught as pupils and have some knowledge of school studies; but of the science and the art of teaching they know nothing.

"Extravagant economy" is what one rightly calls "the employment of such teachers even at a cheap rate; for the waste of one dollar is extravagance, though the wise investment of three or ten dollars might be prudence. The money paid to a worthless teacher is wasted, but in comparison with the loss of time which such a teacher's presence in a school imposes on the pupils, the pecuniary loss is trivial and unworthy of notice. For if material riches be dissipated, subsequent accumulations can supply their place. A depleted treasury can be filled again, but wasted youth is gone forever. Life's early years are priceless, and if their wealth of opportunity is lost there is no recovery. Then there is the formation of bad habits of thought, action, and feeling, which almost inevitably accompanies the waste of time in school."

"But how," asked she, "can one learn to teach?"

"As one learns anything else," he replied, "by study and observation."

"But is it possible," she persisted, "to learn how to teach except by experience? Must it not be learned from actual practice in the school-room?"

"Doubtless," said he, "experience is essential to a complete knowledge of the work, just as in law or medicine the knowledge gained by study must be supplemented by practice in courts and sick rooms.

If one, whose knowledge has been gained by study alone, is apt to pedantic and unpractical, one who, without study

of theory, depends on experience, is quite as likely to be imperial and quackish, or at least to show a knowledge of his business that is disprortionate, unsymmetrical,,or superficial.

Those who by practice have become good teachers would have become such sooner and would have reached a higher standard if knowledge of theory had preceded attempts at practice; while many who depend on practice alone never learn some things which are essential to the furnishing of the best teacher.

Every teacher ought to be familiar with the rudiments of anatomy and physiology, and especially to understand the laws of health and physical culture, the order and means of the harmonious development of the intellect, the nature and the training of conscience and will. He should know the legal rights and liabilities of teachers and something of the history of education.

The theory and science of education can, of course, be mastered as any other theory or science is by study, and hardly in any other way.

In addition to this theory very much can be learned of the art of school-keeping before practice is attempted, or at least, in its earlier stages of what might be called apprenticeship, and before the immense responsibilities of the teacher are completely assumed."

"What definite course of preparation for teaching," it was asked, "would you then recommend to a young person of fair intelligence, as for instance a graduate of our school?"

"If I had time," was the reply, "I would like to prepare a deliberate answer to that important question. I am sure, however, that I should place, first, a course of training in a good Normal school. And, by the way, a Normal school ought not to be an academy in which arithmetic, grammar, reading, etc., are taught, but strictly a professional school, where persons who already know these things may learn how to teach them; where from lectures, study and recitation they may acquire a knowledge of the science of education, and by precept, example, observation, training, and practice be made familiar with the best methods and processes in the art of teaching.

Next to the Normal school training might be put a regular apprenticeship, served with downright earnestness and fidelity in some good school. The idea is not a new one, for it has been put in practice occasionally. But so long as the number of Normal school graduates is so small compared to the whole number of teachers, every good school ought to have its apprentices. The importance of the work, the number of persons constantly seeking to engage in it, and the advantages and emoluments which it offers, justify giving as much time to preparation for it as is given to learn the trade of the bricklayer or dressmaker. These teachers who have already taken hold of their chosen work and are beginning to feel its greatness, are wisely ambitious to achieve better results, might be advised to study human nature as disclosed in formal treatise, in history, in literature, in childish development, in social and business relations.

It would not be necessary to suggest to them the advantage of reading professional works and periodicals and the annual reports of cities and states, and of attending conventions and institutes, where in private conference more is learned than from the lectures and discussions.

A minute study of the methods of successful teachers will be of great value. Of the methods of eminent teachers living in past ages or in distant lands, much may often be learned from their own writings or from biographies or sketches of them. An observant and receptive teacher will gain much from actual observation of schools. Visits, however, to be profitable, should not be made merely from curiosity, but with a definite purpose. It is worth one's while to visit poor schools as well as those which are well managed and properly taught. We gain by learning what to avoid, as well as by learning what to imitate. A discouraged teacher should visit a badly-

governed school, if there is one within reach. A teacher who is satisfied and complacent in his own work should carefully study, what he surely can find, a better school than his own."—*Connecticut School Journal.*

THE TRUE FUNCTION OF THE HIGH SCHOOL.

BY S. R. WINCHELL, MILWAUKEE.

(Paper read before the State Teachers' Association, at Madison, July 15, 1874.)

The subject which the President of this Association assigned to me for consideration at this time is one which is to-day occupying the minds and stirring the pens of the teachers and schoolmen throughout the whole land. It is, in my estimation, the one vital subject presented by the programme of this meeting, and I consider myself fortunate, as well as highly honored, in having the privilege of first expressing my views upon so interesting a subject. It is not the question of the existence of the high school that we are to consider; that has rarely been raised at all, and wherever raised has been quickly and plainly answered by a multiplicity of arguments not yet refuted; and only in one town in the west, and there chiefly by a single individual, has the question been carried as far as into the courts. Yet even there, where the legality of its existence was tested most thoroughly, (and this, too, is the weakest point in its support), the high school stands to-day proclaiming by its own good works the justice and wisdom of the decision which continues its existence as a necessary and desirable institution of the people. The high school is a fact—a necessary outgrowth of our educational wants and the necessities of our pre-existing institutions.

But it is the true function of the high school that we are asked to consider, and we will therefore enter no plea here for the existence and support of an institution which is so evidently a necessity that its claim to the people's support is almost universally conceded.

President McCosh has very pertinently compared our American system of schools to a structure consisting of upper and lower stories but lacking a stairway between to connect and render them serviceable and supplementary each to the other. Our colleges and universities, which, according to the natural order of things, were the first established educational institutions in this country, having preceded the primary schools in their organization, and the latter having been organized for the purpose of sustaining these higher institutions, it is to be presumed that the same design which originated the upper and the lower grades would provide also for an interdependence of the one upon the other. This we claim to be the first and proper field for the high school to occupy; yet, inasmuch as not all those educated in the primary schools are permitted to realize the advantages which are afforded by the college and the university, but must terminate their schooling at some intermediate point, a second and perhaps equally important function of the high school is developed, which becomes very properly in many localities the prime and only one. If we are asked then to define the functions of the high school, we unhesitatingly pronounce them to be as above stated. The high school is first to afford a grade of instruction higher than the common schools, of which all who will may avail themselves by the simple process of promotion; and, if the course of instruction is sufficiently extended, it becomes the safest and best means of approach to the higher institutions of the country, and the school a preparatory school. But at the same time this preparatory work should not be the only work of the high school, as university life is not the only or the most common life entered upon by pupils who pursue the high school course. Especially is it true in this State and throughout the west that the majority of those who finish the high school course do not go to college at all. It follows therefore that the greater portion of the instruction given in the high school should be with a view of the needs of a young man or a young woman who is going into active life instead of into college. Indeed, the high

school is, as it is often called, the people's college. It is expected to afford an education which is practically complete in itself and which will prepare its graduates to enter into the practical application of those principles which underlie all the industrial arts. This is the most interesting work which any institution of learning can be called to do. To foster and develop the inventive genius, to cultivate skill in thinking and acting, to prepare young people for business of all kinds, in short to train and educate them in all that relates to the healthy growth and prosperity of society—this is the pride of all genuine teachers, all who are not slaves to a mere outline course of study with specified limits of text-book knowledge. Thus it follows that the high school is called upon to take the place in a measure of the oldtime academy, which, before the advent of the high school, was compelled to attempt much more than the character of its organization and support would allow it to accomplish. It becomes now peculiarly the province of the academy to furnish a special education, to serve more particularly such students as cannot adjust themselves readily to the vigor of the high school. We need in addition to the high school, schools of applied science, of art, of mechanical industry, of civil engineering, schools of manners, etiquette, &c., and perhaps special preparatory schools; and every educational institution distinct from the public schools should have some such individual character. It is the province of the high school, however, to develop a full and systematic education, and there should be no kind of rivalry existing between the high school and the other institutions of higher learning. In short, the high school should be above rivaly, and where the special branches of ancient or modern languages, music, drawing, and even of history or grammar cannot be taught thoroughly and well in the high school, let them be delegated to the private school, and the doors of the high school closed; but this need never be the case in the cities and larger towns. Here let me emphasize the remark of Professor Carpenter made at the meeting of this association last winter, that it is not to be expected that the State will furnish a technical education either in its primary or high schools, or even at the State University, but, instead of that, a general disciplinary one. Normal schools are properly the only professional schools which the State should be called upon to maintain. The argument of Professor Carpenter on this subject is conclusive, and I trust I may be pardoned for recommending that his paper be brought forward for a third reading and approved by the whole teaching force of the State.

This two-fold character and work which pertains to the high school may be, and generally is fully provided for by two distinct courses of study, each fashioned according to the end had in view. On entering the school, if the pupil, or, better, his parents, intended to supplement the high school by the university, then of course the preparatory course is the one to be pursued; but if the high school is to terminate the pupil's school education, then the general course should be followed.

The relations of the high school to the university demand of it an extended work and give prominence to its character as a preparatory school, and to stop short of the university requirements would deprive the school of its grade and name, for no high school is properly so called which does not tower up to the State University and maintain this eminence with firmness and security, whether claiming to be a preparatory school or not.

In what may be termed the preparatory course the amount and kind of instruction should be determined by the requirements of the higher institutions of the State, and should not extend beyond them. The public high school transcends its proper limits when it assumes to give such instruction as is furnished by higher institutions which have better instructors and superior facilities in every respect. On the other hand, if it is not the province of the university to teach the branches appropriate to the high school, neither is it the duty of the high school

to teach the branches belonging to the grammar school, and since the high school has been already identified with the higher education of the State by the relation which the university has assumed toward its graduates, its own rank and efficiency are determined by that of the university itself. If we want high schools of a high grade, we must have a university of a high grade, and since we already have the latter, we are compelled to concede to the high school a work above that of the mere grammar school, a work in fact which demands the ability and experience of thoroughly qualified and professional instructors in the various departments, and a man of liberal culture to direct the whole.

The general course of study in the high school should go farther than the preparatory course, and fit the student to pursue independent investigations in the departments of science and literature. But it is unfortunate that the colleges do not require for preparation just what is deemed a necessity for a good education up to the point where the high school course terminates. If they did there would be no need of two courses so distinct, at least of the preparatory course, for all the courses would be preparatory. It is not necessary that Latin should be embodied in the general course, for other studies are more practically useful, and yet Latin ought to be studied by every one who can remain as long as three years in the high school. Nor is it necessary that every one who takes the preparatory course should supplement this by four years at college. This course should therefore be so complete in itself that the graduate shall be furnished with a thorough high school education. The Latin and the Greek should not be taught in the high school simply on account of the college beyond, but should be included as disciplinary studies along with those which are better calculated to furnish information and instruction.

Yet courses of study alone will not make a high school. Such an institution should be thoroughly equipped not only with teachers but also with building, apparatus, &c., and the instruction should be of a high order. No primary school work should be done here; nothing, in fact, which does not require thought, time and investigation by the pupil. If all high schools have not yet attained this ideal, and it is not unattainable, then they should struggle after it with a determination not to come short of the ideal. To stop short of this and still claim the name of high school is a dishonor to the State and a misconception of the true functions of the high school. If such a result is not attainable, it is far better not to attempt it. It is not necessary that a man, because he has two or three assistants and may be styled principal of a union school, should therefore think he is called upon to arrange his course of study so that he may teach some pupils in the ancient classics and higher mathematics, although such action on the part of ambitious young men is not unnoticeable in many of the smaller towns throughout the State. Judging from their published courses of study, we would suppose that their facilities for higher instruction rival those of the best high schools in the State. Any town which is trying to maintain such a high school as this would do well to abandon it at once and concentrate the labor and money now expended upon a few upon a more thorough and complete development of the lower grades. Such a step would insure an improvement in these grades more than sufficient to compensate for the apparent loss above. But instead of loss it would be a gain. A high school faculty ought not to attempt, for it could not perform the work of a college faculty, and yet to attempt this simply because there may be one or two teachers in the number, and perhaps a few pupils in the school, who are competent to the task, would be no more unwise than for the grammar school to attempt the work of the high school. Reduce the number of high schools and the teachers and pupils now employed in them would gravitate to their proper place, either backward to the grammar school, or forward to the high school pro

per. The same is true of the numerous so-called colleges and universities which are doing nothing more than high school work. They are an egregious abortion, neither high school, college, nor university, but a kind of overgrown academy or seminary by a misnomer termed colleges. It would be an educational boon to this country if some stroke of fate would sweep from existence many of these pretentious, pride-fostering, John Smith incongruities sometimes known as colleges. Let the State institutions and colleges proper furnish the necessary higher education save that which is purely technical or special, or which is demanded by the special peculiarities of individuals or communities, and not only will our lower schools be materially improved, but the interests of higher education will also be vastly promoted.

By an examination of the annual school reports of the various cities of the northwest, where are to be found the best and most complete high schools, we discover that only about two per cent. of the total enrollment of pupils are to be found in the high schools. In some places the ratio is even less than that. That is to say, for every 1,000 pupils we get 20 for the high school. Now unless there can be at least 100 pupils in the high school the maintenance of the school is of questionable propriety. At this rate the smallest population which can well sustain a high school is such as to enroll 5,000 pupils in the public schools. Perhaps this may be an extravigant estimate, but let us investigate a little farther. It is generally conceded that the schools of Germany are adjusted to the wants of the people perhaps more exactly than those of any other country. According to our estimate of the high school its rank and position in the American school system corresponds exactly to that of the German *gymnasien* and *real schulen*. According to statistics furnished by the American Bureau of Education, there are in Germany, with a population of a little more than 41 millions, only about 1,000 of these higher schools; and there are enrolled in them less than 200,000 students, making an average of about 40,000 inhabitants for every one of these schools, which, after all, enrolls only 188 pupils. Now the population of Wisconsin is said to be something over one million, or one fortieth of that of Germany. There is need then in our State of about 25 thoroughly equipped high schools, and it is a question whether indeed these 25 high schools could not and would not do better work and secure greater results than the scores which are now struggling for existence against the most adverse circumstances.

Another advantage which would be secured by reducing the number of high schools is found in the increased number of pupils which would thus be thrown together in the same school. There can scarcely be a doubt of the superior advantages which a largely attended high school enjoys over one but poorly attended. The natural impetus which is given to all exercises and the greater ease with which the discipline of the school is conducted cannot fail to have been observed by all teachers of varied experience. In a large school, where the classes are large and the spirit of emulation is high, there is a more lively and vigorous exercise of all the mental faculties; mind is roused and quickened by contact with mind, and teacher as well as pupil is alive to the necessity of steady and constant application to the schoolroom work. New means and new methods must be wrought out and every pupil is brought to properly estimate his own ability from a comparison with that of his classmates. It does not follow that because the schools of a village or a city should be graded, they should therefore be crowned with a high school department. It is not properly within the province of the moderately sustained grammar school of a town of medium size to prepare students for the university, this is the business of the high school which is itself created and sustained by promotions from the grammar school. The work of the high school is of a higher character, and its position more distinct, but it is none the less a grade of the public schools, and should under no circumstances be detached from

them. It is a most injudicious measure for any city to attempt to maintain a private high school independent of and unconnected with the grades below. A high school detached from the lower grades would be like a senior class at college elevated two or three years above the junior, or like the freshman and sophomore classes of the university scattered about the State while the upper classes are collected together here at the capital. The existence of the high school department should be determined by the number of pupils in the grammar department, just as this is itself dependent upon the promotion of pupils from the grade below. If this rule were carefully observed, we would find fewer high schools struggling to maintain an existence in name, at least, where there should never have been the semblance of such a thing. It is far better to have a good and efficient grammar school than a feeble high school, which, in its feebleness, is maintained only by the cramming and hurrying process which is so damaging to true education in any department. A complete high school can seldom be maintained from only one grammar school, and rather than exterminate a fair grammar school into an imperfect high school for the sake of gratifying the pride of a community, it would be far better to concentrate the energies to teachers and pupils upon the appropriate work of the grammar school, and thus economize labor and money; for $5,000 expended for teachers in a department numbering, say, 200 pupils, ranging from 12 to 16 years of age, will bring greater returns, if all the force is expended in providing the best elementary instruction, than if it is distributed over a course of study which comparatively few will follow, while the rest suffer from the lack of what is justly their due. As a general thing the age of pupils in our grammar schools forbids an attempt to teach them the higher mathematics and sciences, and too often this is attempted simply that we may appear to have a great school which teaches all the higher branches. It is impossible for young pupils to comprehend or remember very long what their text-books tell them in Chemistry, Astronomy, Geology, or higher mathematics. The memory, to be sure, so keen at this age of life, stores away the book statements, but the reason, yet undeveloped, plays no part in the education of the child. Reason and memory are seldom active at the same stage of life, and the child first learns from the text-book, and only begins to reason when it ceases to commit to memory. This, by the way, is the greatest bane of our schoolrooms today—the slavish use of a text-book both by teacher and pupil. The sooner the teacher can dispense with its use the sooner will the pupil commence its true education. The practice of cramming will no longer find a place in the school. Examinations on text-book questions will cease to be a test of scholarship both in the schools and at the examinations of teachers, and a glorious day will dawn both for the schools and for community.

It will be observed that the high school is spoken of as an integral part of the public school system, that the State is presumed to support and encourage this grade of its schools as readily as those below, or the university above. Certainly, if it is the duty and interest of the State to support the primary schools and the university, why is it not equally its duty and interest to support that which is essential to both—the high school? If the public high schools foster and minister to the university, which is fostered also and maintained by the State, and if it is the duty of the State to do all in its power for the advancement of science and the diffusion of knowledge, it becomes also the duty of the State to make specific appropriations of funds for the support of those institutions which will best accomplish this end. The common school and the university alone do not complete the educational structure, and the sentiment of Dr. McCosh is here made applicable. Neither can our higher institutions nor those of lower grade flourish and grow strong until the link between them both is well established and firmly maintained. All denominational and

private institutions of a higher grade are provided also with preparatory departments as a necessary support and avenue of approach to the higher grade, and is it any less expedient for the State, which has the means and the disposition to develop the highest kind of culture, to make all necessary provision for the support and maintenance of that high culture? Massachusetts, the pioneer State not only in political and civil progress, but also in social and educational facilities, has a statute recorded since 1647, by which every town of 100 families is required to support a high school whose teacher shall be "able to instruct youth so far as they may be fitted for the university." It is said that during the past year only three towns required by law failed to maintain a high school in name, if nothing more. Other States in New England sustain high schools by State enactments, and this is one reason why so many flourishing colleges can be maintained in that portion of country. In Prussia, whose school system is the most famous in the world, the government not only prescribes the various subjects to be studied, but also the time to be devoted to each branch. I trust the day is not distant when some such bill as was introduced into our State Legislature at its last session respecting county academies will be passed and carried into effect. There should be at least one good high school in most of our counties, and one good grammar school in each town. Regarding the city as a miniature State, the high school corresponds to the State University, the grammar schools to the high schools of the State and the lower grades to the common schools. Again allow me to re-echo the exhortation of Professor Carpenter: "The common school needs a more accurate definition. The law provides that certain studies may be taught; it should go farther and state particularly what studies shall be taught, and as positively forbid the dabbling in any others. * * * Let the common school grade into the intermediate school and this grade into the university. The State will then furnish education free to all, imposing only the slight burden of requiring pupils to go for education to the places where the State furnishes the particular grade that they require." With this sentiment I heartily agree. I believe that it is an imperative duty now resting upon us to clearly define the several parts of our public school system and their relation to each other, and then see to it that the specific duties appropriate to each are performed in the proper grades and in the proper way. Superintendent Fallows, in his report to the Legislature in in 1870, said, "I have cherished for years the conviction that the time would come when the university would be *organically* connected with our common school system. The vital bond must be in the high school." It was in keeping with a recommendation of his that the graduates of the high schools of the State were admitted to the college classes on certificates of their principals, and thus an impetus was at once given to all of our best graded schools. In 1872 eleven students were admitted to the university on these conditions, and in 1873 thirty-six, representing in all twenty-two schools. This action has proven to be a benefit, not only to the graded schools but also to the university, and so favorably is the measure regarded by the higher colleges of the land that in nearly every State an arrangement kindred to this has been entered into by both State and denominational institutions. In the State of Michigan, where a similar plan has been in operation for the past three years, it is stated by one of the university faculty that in all, 115 students have been received into the freshman class on such certificates. "A careful watch has been kept upon the record of such students and as yet no discrimination can be made against them as compared with those admitted upon examination." He adds further, "Such being the result while we are organizing the system and the schools are getting into working condition under it, I think we have every reason to expect that within a comparatively short time it will be found that in uniformity, in thoroughness and in extent of preparation this

class of students will excel." But still there are those who openly confess that they have no sympathy with this movement, who prefer to have the common school education rise no higher than the primary. Because primary instruction was originally provided for by the State, they oppose any further provision for a higher education as the wealth and population of the State are developed. "Democracy here also," says a writer in the June number of our JOURNAL OF EDUCATION, and we emphasize the appeal. Let the common school be a common school, democratic in fact, and not an abortive high school. There is no place for the high school in any community where there are not sufficient pupils of ability to sustain a higher course of study. We need many more common schools than high schools, and many more high schools than colleges, yet we need no less the high school than the common school and the college. Yet the same writer "would call in question the wisdom and the justice of that movement now growing in favor in certain educational quarters to bring into closer relations the various educational instrumentalities of the State, making the common schools, academies, high schools and colleges a unit in aim and mutually corelative in function." If by this he means to deprecate the attempt here urged, nay, even already begun, to unify our public school system till there shall be a possible if not a necessary conformation of each grade to the next throughout the whole, from the common school to the university, then we must pronounce ourselves squarely at variance with the gentleman. He would have the first floor and the attic but no intermediate chambers in his structure, he would say to the State, which fosters and sustains the highest education and the lowest, that no unity of purpose or aim should exist between the two, that the State should maintain the ridiculous position of foster parent for the child and the youth, while totally regardless of the necessities of the lad. Because there are more children in the common schools than in the high schools, he would have no high schools at all. He would not unify the plan of public education; he would have nothing mutually correlative in the functions of the public schools; and all of this simply because to avoid rolling a high school course of study upon a frail and delicate primary school which can scarcely sustain an independent and positive existence without any such burden, will be greatly to the advantage of the primary school. On the ground that the common schools are for the masses who are destined to rise no higher than the common laborer, he would have the education obtainable in these schools of a semi-technical character and all purely disciplinary studies totally excluded. This is well enough, but what about the education of that large class who do want something more than a common school education? Shall they be compelled to attend the private academies and preparatory schools at great expense, or forego the education? And shall our colleges, both State and denominational, be excluded from the sympathy and support of the friends of the common schools and compelled to rely entirely upon the preparatory schools and academies supported by private wealth? In this way the pupils and teachers in the colleges having had no connection with or interest in the common schools will not be in sympathy with them. Are our public schools, then, to exist only for the education of the poor? Unfortunately this is the view taken by too many already, but I will not attempt to carry the discussion farther. It is one of such stirring interest to every teacher in the State that I have been led unconsciously into a more extended argument than I had intended. I will relieve your wearied patience, by simply repeating the affirmation that the public school system is naturally and inevitably a unit from beginning to end, and he who would sever the head from the body would attempt a thrust at that which sustains and encourages the progress of all art, industry and education.

DIG a well before you are thirsty.

LIVELY EXERCISE FOR THE SCHOOL-ROOM.

Proper regard for the health of the children intrusted to us, requires us to pay some attention to the development of their lungs, for when we have taken care of the lungs we have taken care of the whole body generally.

Horace Greeley wrote with his desk on a level with his chin in order to protect his lungs; many school-children spend much time with their desks and chins in the same position in regard to each other; but it is gained unfortunately by curving the spine and compressing the lungs. Children will bend at their desks; why then shall we not counteract the evil effects by vocal exercises? Frequently the programme of the primary school is so arranged that the half-hour before the reading is spent in preparing some exercises on the slate; and on calling the reading-class the intelligent teacher feels the necessity of doing something to quicken the flow of blood, which has become sluggish from inaction and a cramped position.

Any physical exercise adapted to the expansion of the chest and the freedom and force of the circulation will serve to impart energy and glow to the muscular apparatus of the voice and clearness to its sound. We suggest the following exercises: 1. Let the teacher give the signal for her pupils to rise; then direct them to imitate her as she stands before them in an erect but easy posture; the head vertical; the shoulders thrown backward and downward; the arms akimbo; the hands on the hips with the fingers in front. Having carefully observed that each child has the proper position, require all to draw in and throw out the breath fully and slowly about a dozen times in succession. The teacher should breathe also, and keep the time by an upward and downward motion of the hand. 2. Draw in a full breath and send it forth in a prolonged sound of the letter *h*. Inhale as much as air as possible. In exhaling retain as much as possible, and still sustain the sound, thus prolonging it. 3. Draw in a full supply of breath and emit it with a lively expulsive force in the sound of the letter *h*, but little prolonged—in the style of a slight cough. 4. Inhale as before, and emit the breath with a sudden and violent explosion—in the style of a forcible cough.

Invariably inhale through the nostrils. The teacher's own judgment must decide the number of times to successively repeat each exercise. Three or four times will be sufficient for the first few days; care must be taken not to injure the delicate organs at first.

If the teacher has conducted the exercises with proper enthusiasm, the children have now quickened pulses, bright eyes, and glowing cheeks, and are ready to open the reading-books.—*Home and School.*

[Don't fail, on any consideration, to have the room thoroughly ventilated and filled with pure air, when this is done, or when any physical exercises take place. —EDR.]

SCHOOL GOVERNMENT.

A well governed school does not require the presence of the teacher to the preservation of order. We would not imply that the teacher must be *supreme* and the school should realize that he is such; but that teacher has the most power who can govern without apparently exerting any authority. Such is our conception of self-government.

Let us now notice briefly some of the advantages resulting from such government. We would not presume to say that no other form of discipline can secure order and obedience. I can imagine a school comprising children from all grades of society, seated together and accustomed to move with military precision at the command for recitation, recreation and dismassal, one in which punishment follows close upon every transgression; where no idler could be endured; a school in which the teacher is absolute monarch, whose word is law and no one dares disobey. I say, we might imagine such a school, but is there any real discipline in such management? Is it calculated to develop any thing true and noble

in character? Is such discipline adapted to implant and nourish thos elements which make honest, wide-awake, energetic, thinking men and women—men and women calculated to wield a refining influence and elevate the society in which they mingle to a high standard of truth, justice, and morality?

Now we mention that the principles of government are essentially the same whether exercised over a nation, a community, a school, a family, or a single individual. Whatever form of government is best adapted to the growth and prosperity of a nation, is equally productive of good results elsewhere; and *vice versa*, whatever mode of government tends to weaken a nation, is injurious elsewhere. In view of this fact, therefore, we say that the great aim of school-government should be *self-gov.rnment*, in contradistinction to that opposite but too prevalent notion of discipline—*monarchy or despotism!* The government of the school-room should be one, not of *threats*, not of *force*, not of the *rod*, but one of *self-respect*, of *reason*, of *conscience*.—*Nebraska Teacher.*

HOW TO TEACH GEOGRAPHY.

First Step.—Review the *Points of Compass*, in training the pupils, until they are able to name any direction, as the teacher points, and in any direction named.

In connection with and following the instruction relative to the points of compass, lead the pupils to learn the location, and the direction from the school of other streets near the school; also of prominent buildings, as churches, post-office, hotel, railroad depot, etc.; or of villages, lakes, farms, groves, forest, streams, etc., within the range of the children's observation. The teacher should represent on the blackboard the situation of the school-house, and the location or direction from it of the places mentioned, and allow the pupils to copy the same on their slates.

Second Step.—While teaching the definitions relative to the *forms* of land and water, present first the picture, or a drawing upon the blackboard, of the object under consideration, as of an island, peninsula, cape, strait, lake, bay, river, etc.; then show how the same or a similar object is represented on a map. Follow this with a definition to be learned by the pupils. As the characteristic of each form of land or water—as that *an island is land entirely surrounded by water*—is learned, require the pupils to point out on a map several representations of islands, omitting the names of the particular islands in this stage. Proceed in a similar way to teach all the definitions.

Colton's *Geographical Cards* will be found of great assistance as pictorial map representations to illustrate these definitions.

During this step the instruction has for its chief object training children to recognize the various forms of land and water, by means of their characteristic features, and to describe each by suitable definitions; hence the attention of pupils need not be directed to the names and location of particular islands, isthmuses, straits, bays, etc., at this time.

Third Step.—Commence the instruction relative to the names and location of particular places with the town, village, or city in which the school is situated, and extend it to other places in its vicinity. No fixed limit to the extent of this exercise can be given, since the length to which it can be profitably carried will depend, in some degree, upon the personal knowledge of the members of the class relative to these places. The teacher should aim, however, so to use the knowledge of those pupils whose personal visitations have made them acquainted with the locations of the greatest number of places, as to extend the knowledge of the other pupils.

Such attention should be given to the location upon a map of the town, village, or city in which the school is situated, and to the relative location and direction from it of the chief places in its vicinity, that the pupils will be able to point them out on an outline map. The name of the town, village, or city, of the county, and of the State in which the pupils live, should be taught, and their location shown on a map.

Fourth Step.—In teaching the *shape of the earth* by means of a globe, lead the pupils to compare a marble with an orange, and both the marble and orange with a globe, and thus to notice that each one resembles the other in *shape* only; also that each differs from the other in *size.* By this means prepare them for understanding that the globe represents the earth only in *shape.* Follow this with some simple illustrations as to the comparative size of the earth.

Next lead the pupils tc compare the outline forms of the grand divisions of land, water, and of islands, etc., represented on the globe, with their corresponding representations upon hemisphere maps.

Fifth Step.—Talk with the pupils about people of different races and nations, and point out on the globe, also on outline maps, the location of the countries where each may be found: as Africa, the home of the colored men; China, the home of the Chinamen; Germany, the home of Germans, etc. Proceed in a similar manner with the most familiar animals, and the most common productions of different countries. Give the name of the country, and show its location on a globe, also on an outline map. Point out Greenland as the home of the white bear; Africa as the home of the lion, zebra, ostrich and camel; Australia as the home of the kangaroo; Spain as the country where cork and raisins are produced; South America as the country from which brazil-nuts and cocoa-nuts are obtained; West Indies as the place from whence we obtain oranges and bananas, etc.

By means similar to that herein described the pupils may be made to realize that *Geography* teaches them about the homes of the different people, animals, and productions which they have seen, and of which they have heard.

The aim of tne teacher should be to give the pupils a good, general idea of the *shape of the Earth,* of the different portions of it as the *homes of races of men,* also as the places where particular fruits grow; and of some parts as having continuous cold weather, and others continuous warm weather. This object must be accomplished chiefly by oral instruction. However, the work may be facilitated by placing in the hands of the pupils suitable text-books on Geography, to be examined by the children *after* the lesson has been given orally by the teacher; but in no case should the pupils in this grade be required to study a lesson in the book before the subject of it has been presented orally by the teacher, as above indicated.

Each lesson may be gone over a second time by the teacher, after the pupils have studied the subject in their books. The order of the lessons, the topics presented, and the general character of the facts taught should conform to the directions given here, without regard to the order of presentation in the text-books in common use.

After completing the course of objective instruction in Geography, as indicated in the preceding steps, the pupils will be prepared to commence the study of this subject in an intelligent manner from good text-books.—*From "How to Teach."*

At a late meeting of the Chemung County, N. Y. Teachers' Association, one of the speakers suggested that every school take a newspaper, from which the teacher could select something interesting and instructive to be read each day, children could have access to it during recess, &c. All places mentioned in the paper to be looked out and something said concerning them to fix them in the childrens' minds. The paper would not only aid in teaching geography, but history, science, &c. Most of the speakers admitted that the improvement in the schools is slow and unsatisfactory. The reason for this was largely attributable to the low wages paid. Teachers who are sufficiently intelligent and earnest to make themselves really useful in the school are barred out. They have to turn their attention to more remunerative employment.

The pleasure of doing good is the only one that does not wear out.

WISCONSIN STATE TEACHERS' ASSOCIATION.

MADISON, July 15, 1874.

Agreeably to notice, the Twenty-Second Annual Session of the Wisconsin State Teachers' Association commenced at Madison, July 15th, 1874, at 10 o'clock, A. M. After singing, led by A. Earthman, of Reedsburg, and prayer by Dr. G. M. Steele, of Appleton, J. W. Rait, of Sheboygan was appointed Secretary *pro tem.*, and W. D. Parker, A. Salisbury and C. F. Viebahn, a Committee on Enrollment, and A. Earthman, Enrolling Clerk.

The President, B. M. Reynolds, of La Crosse, then delivered an Address, which on motion of W. D. Parker, was referred to a committee composed of G. S. Albee, Oshkosh, S. R. Winchell, Milwaukee, and G. M. Guernsey, Platteville.

Oliver Arey, President of Whitewater Normal School, read a Paper on the "Common Conception of the Teacher, and of the Institutions in which he is Educated Inadequate."

S. R. Winchell, Principal of Milwaukee High School, read a Paper on "The True Function of the High School."

Adjourned to 8.00 P. M.

EVENING SESSION.

After singing, the Committee on President's Address, made the following report of committees, which was adopted:

On the part of the Address which refers to *Institutes*, Messrs. Graham, Terry, Johnson and Mrs. Richards.

Journal of Education—Messrs. Salisbury, Thayer and W. E. Anderson.

Free Tuition in Higher and Professional Schools—Messrs. North, Howland and Waggoner.

School Supervision—Messrs. Chandler, Emery, Gardner, and Miss Stewart.

Educational Needs in our State—Messrs. Viebahn, Charlton and Sprague, and Miss Moody.

Influence of Limited Contracts with Teachers Upon Educational Progress—Messrs. D. McGregor, Burlingame and Bowen, and Miss Adams.

Gradation in Schools, its Functions and Economy—Messrs. Parker, Chase and Twining, and Miss Swart.

Obituaries—Messrs. Albee, Rockwood, Winchell and Guernsey.

Rev. G. M. Steele, D. D., President of Lawrence University, delivered a Lecture on "The Soul and its Powers."

On motion of W. H. Chandler,

Resolved, That the committees upon the President's Address report to-morrow afternoon at 3 o'clock.

On motion of President Arey,

Resolved, That the subject of each paper be thrown open for discussion immediately after reading.

Singing by the Glee Club.

On motion, the chair appointed the following committees:

On Resolutions—Messrs. Graham, North and Kerr.

On Finance—Messrs. Arey, Howland and Purman.

Adjourned.

MORNING SESSION.

July 16, 1874.

After singing, and prayer by Rev. A. O. Wright, of New Lisbon, W. D. Parker, of Janesville, read a Paper on "County Superintendency."

On motion of A. O. Wright, the following Committee was appointed on the subject of County Superintendency and upon any Changes Needed, to report at the Executive Session in December, viz.: W. D Parker, A. O. Wright and W. H. Chandler.

Miss Emma Jenkins, of Fort Atkinson, read a Paper on "Growth." Oliver Arey, Rev. J. B. Pradt, J. Q. Emery, and Dr. G. M. Steele, discussed the subject briefly.

Recess.

On motion of J. Q. Emery, the following Committee on Nominations was appointed: J. B. Thayer of Menomonie, D. McGregor of Platteville, L. D. Harvey of Mazomanie, Lucy J. Foote of Madison and Susan McBeth of Burlington.

Prof. T. C. Chamberlin, of Beloit College, then read a Paper, "The Educational Value of the Geological Survey of Wisconsin." The subject was discussed by Messrs. Pradt, Chandler, Parker and Beck.

On motion, by W. D. Parker, a committee was appointed to prepare a Charter for the Wisconsin Teachers' Association, and

report at this session; committee to consist of Messrs. Chandler, Pradt and North.

On motion of W. D. Parker, the above committee was empowered, under the direction of the Executive Committee, to expend, not exceeding twenty-five dollars in the publication and dissemination of such portions of the facts accumulated in the present geological survey, as may seem to be useful.

A Lecture on "Self-Discipline as a Means and End of Education," was then given by Rev. A. L. Chapin, D. D., President of Beloit College.

President Arey followed with a discussion of the subject.

Adjourned to 2½ o'clock, P. M.

AFTERNOON SESSION.

The vote authorizing expenditure of $25 by Committee on Charter, to publish facts of geological survey was reconsidered, and the same authority given to the Executive Committee.

A Paper on "Academic Culture in the State System," was read by Prof. Albert Salisbury, of Whitewater.

On motion of E. A. Charlton, the order for three o'clock was postponed till after the Discussion of County Academies, which took place, and was conducted by J. Q. Emery, W. H. Chandler, A. F. North, and A. O. Wright, followed by Hon. A. S. Kissell, of Chicago, J. B. Pradt, Geo. M. Sage, Editor of Minnesota *Teacher*, Albert Salisbury, Hon. C. C. Kuntz of Sauk Co., and Hon. Edward Searing.

On motion, the subject was referred to a committee consisting of Hon. Edward Searing, W. D. Parker and J. Q. Emery, to report at the Executive Session, in December.

The committee to whom was referred so much of the President's Address as relates to Teachers' Institutes, made the following report, which was adopted:

1. We believe that the Institute Work of the State is becoming better organized and conducted, because better understood.

2. We regard the meetings of conductors for instruction and consultation, as held the last two years, eminently fitted to secure a wise prosecution of the work and therefore recommend their continuance.

3. The present plan of operating the Institute Work in connection with the Normal Schools of the State meets our hearty approval.

4. While much good has been accomplished by this agency, we would guard against supposing that a proper and thorough preparation of the teacher can be obtained from the fragmentary work done at the Institute.

5. We believe the Institute may be rendered more efficient by adopting a course of study and work embracing a term of years.

6. We recommend that a committee be appointed at this meeting to inquire into the feasibility of adopting a course of study and work for a term of years, with instructions to report at the meeting of the Executive Committee in December next.

Respectfully submitted in behalf of committee.

R. GRAHAM, Ch'n.

A committee was appointed accordingly, consisting of Messrs. D. McGregor, Chandler and Terry.

By request of the chairman, President Arey, and on motion, it was voted that the report on Free Tuition in Higher Institutions be postponed to the Executive Session.

The committee to whom was referred that part of the President's Address which concerns High Schools and County Academies, submitted the following report:

Resolved, That the necessities of our common schools as well as of our higher institutions of learning, demand intermediate schools which shall provide *teachers* fitted for the rural districts, and students fitly prepared to enter our colleges.

Resolved, That it is entirely consistent with the educational policy of the State and eminently proper in itself that a grade of education suitable to those whose circumstances require it, higher than that of the district school, and less elaborate than that of the college, be provided for by the State.

Resolved, That the schools contemplated in the bill which passed the Assembly last winter with such modifications as

the wisdom of the Legislature may seem to suggest, are such as the case requires.

All of which is respectfully submitted.

ALEX. F. NORTH,
H. C. HOWLAND.

On motion, the report was referred to the committee on the same subject appointed to report at the Executive Session.

The committee to whom was referred that portion of the President's Address relating to the JOURNAL OF EDUCATION, reported as follows:

That we deem the reading of an Educational Journal to be an important means of increasing the efficiency and assisting the labors of teachers;

That, other things being equal, the best journal for teachers will be one published in their own State and with reference to their own particular conditions;

That the WISCONSIN JOURNAL OF EDUCATION, under its present vigorous management, commends itself to the first consideration of Wisconsin teachers, as an organ for the interchange of home thought and experience, as well as for bringing to us the best thoughts and suggestions of educators abroad.

All of which is respectfully submitted.

ALBERT SALISBURY,
J. B. THAYER,
WM. E. ANDERSON,
Committee.

On motion, the report was adopted.

The report of the Committee on Educational Needs in our State, was postponed till the December meeting.

The Committee on the Influence of limited Contracts with Teachers upon Educational Progress, beg to report as follows:

The existing conditions are the inevitable accompaniment of the development of a school system in a new country; and among the causes operating to produce them are the following: deficiency in the qualifications of the teachers; want of purpose on the part of many who teach of making it a permanent business; low wages, and the inability on the part of many districts to furnish remunerative employment for more than one-half the school year; an opinion, still lingering in many localities, that a frequent change of teachers is beneficial.

Denser settlements, and higher qualifications will do much to remedy this evil.

One of the best, if not the very best recommendation a teacher can have is that he has taught in the same school for a term of years.

Let teachers prove their efficiency, and the rising generation will find the profession more stable.

Respectfully submitted.

D. MCGREGOR,
G. M. BOWEN,
MRS. L. A. BINGHAM,
CAROLYN E. ADAMS.

The report was adopted.

W. D. Parker, chairman, in behalf of the committee to whom was referred so much of the President's Address as relates to the Function and Economy of Graded Schools, reported as follows:

We believe that the method of instruction in the graded school is essentially an exponent of the business habits of the age; and the school itself may be made an organization whose economical direction of forces, and whose general influence for good, shall conserve the interests of higher education and of future citizens who shall follow the dictates of loyalty, of industry and frugality; therefore,

Resolved, That the graded school system be strongly commended to the consideration of school directors, and that the course of study in graded schools be made not alone philosophically relevant to other schools, but be made vitally promotive of intellingent citizenship through its comprehensive usefulness and its perfect adaptability.

The report was adopted.

The Committee on Obituaries, presented the following preamble and resolutions:

WHEREAS, During the past year the nation has lost by death one of its foremost teachers, and this association has lost in a similar manner one of its most highly esteemed members; therefore,

Resolved, That we recognize in the life and labors of Louis Agassiz the transcendent work of the typical teacher and in his death an irreparable loss, not only to

science, but to the common cause of education throughout the world.

Resolved, That in the death of Prof. Arthur Everett, Principal of the Oshkosh High School, we mourn the loss of a friend and scholar, a true teacher and true man whose memory shall be cherished in all our hearts and whose work, though not complete, yet remains as his lasting monument.

Resolved, That the Secretary be instructed to furnish a copy of these resolutions to the families of the deceased.

S. S. ROCKWOOD,
G. S. ALBEE,
S. R. WINCHELL,
MARTHA H. TERRY,
Committee.

President Albee, of Oshkosh, paid a tribute to the memory of Mr. Everett, after which the resolutions were adopted.

Adjourned to 8.00 P. M.

EVENING SESSION.

On motion, it was voted to meet Friday morning, at 9 o'clock.

The report of the Committee on Nominations was made and accepted.

Prof. Edward Searing, State Superindent of Public Instruction, delivered a Lecture on "The Need and the Character of the Culture Suited to the Present Day."

FRIDAY MORNING.

After preliminary remarks by Supt. Jas. McAlister, upon the subject of Drawing, as introduced into the Milwaukee Public Schools, Mr. Charles Zimmermann further discussed the subject, and explained the method of instruction.

The place for the next meeting of the Association was discussed by Messrs. Rockwood, McAlister, De La Matyr, Albee, North, Howland, Kerr and Spencer, and on motion by Mr. North, it was voted that the Association express a desire to the Executive Committee to call the next meeting in Milwaukee.

Mr. O. Arey, presented the report of Committee on Finance, as follows, which was accepted:

RECEIPTS.

Balance July, 1873	$26 52
Rec'd from membership July, '74.	115 00
Total in treasury	$141 52

DISBURSEMENTS.

Paid B. M. Reynolds	$36 37
Paid Gazette Printing Co.	10 25
Paid W. D. Parker	31 96
Totat disbursements	$78 58
Balance on hand	$62 94

OLIVER AREY,
H. C. HOWLAND,
D. GRAY PURMAN,
Committee..

Miss Rose C. Swart, of Oshkosh, read an Essay on "Primary Instruction—Its Principles and Purposes."

Prof. Alex. Kerr read a Paper on "Instruction in American History," prepared by Prof. W. F. Allen, of the University.

Prof. J. B. Feuling read a Paper on "Etymology, as a Means of Education."

Miss Martha A. Terry, of Janesville, read a Paper on "Culture in Common Schools."

Mrs. L. A. Bingham, of La Crosse, read a Paper on "Daily Preparation of the Teacher," which was discussed by Messrs. Kerr, Purman, Feuling, North, Albee, Chandler and Kissell.

On motion, the name of James McAlister was substituted for that of Samuel Shaw in the report of the Committee on Nominations for Executive Committee.

On motion the Association proceeded to a ballot for President, with the following result:

Whole number of votes cast, 65; necessary to a choice, 34. J. Q. Emery received 50; A. H. Howland, 5; W. H. Chandler, 4; Miss Martha A. Terry, 2; scattering, 3.

J. Q. Emery, having received a majority, was declared elected President of the Association for the ensuing year.

On motion of J. Q. Emery, the Secretary was instructed to cast the ballot of the Association for the rest of the ticket, reported by the committee, which was accordingly done, and the following persons declared duly elected:

Vice-Presidents—W. H. Chandler, Sun Prairie; S. R. Winchell, Milwaukee; Miss Carolyn Adams, Platteville.

Secretary—A. J. Hutton, West Eau Claire.

Treasurer—George Skewes, Racine.

Executive Committee—B. M. Reynolds, La Crosse; W. D. Parker, Janesville; H. C. Howland, East Eau Claire; G. S. Albee, Oshkosh; Jas. McAlister, Milwaukee.

The Committee on Resolutions reported the following, which were adopted:

Resolved, That we recognize in the Press a powerful ally of the cause of popular instruction, and that we are greatly indebted to the editorial fraternity for the service which they have rendered in creating an enlightened public sentiment in favor of every educational force from the primary school to the university.

Resolved, That we extend our hearty thanks to the "Wisconsin State Journal" and the "Madison Democrat," for their courtesy in surrendering their columns to our Association, and for the prominence which, without regard to labor and expense, they have given to the proceedings of the present session.

Resolved, That our thanks are hereby given to the various steamboat lines and to the hotels of Madison for the reduced rates afforded the members of this Association.

Resolved, That our thanks are due the railroads of the State for their courtesy in giving special rates to this Association.

On motion, the Association adjourned.

B. M. Reynolds, President.

Jas. M. Rait, Secretary.

School Discipline.—The following things aid in securing good discipline and preventing disorder:

1. See that the school room is well warmed, ventilated, cleansed, and lighted, and adorned with pictures, mottoes, and flowers.
2. Give pupils plenty to do.
3. Approve work when well done.
4. Carefully inspect the pupils' work.
5. Keep up an interest in work.
6. Few rules, uniformly executed.
7. Frequent changes of exercise.
8. Control by kindness.
9. Make the school and all its exercises popular.
10. Pile on motives.—*N. Y. Ed. Jour.*

The California legislature forbids, by law, the making a distinction in salaries to teachers on account of sex.

Water does not stay in the mountains, nor vengeance in a great mind.

OFFICIAL DEPARTMENT.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

Question. Can a district be altered after a loan from the State has been applied for?

Answer. There is no law forbidding an alteration unless a loan has actually been made. The pendency of the application might be a good reason why the district should not be altered, especially if weak. The supervisors would be the proper judges of this.

Q. We had the promise of a deed of our site, but never got it. Last winter the school-house burned down. Can we hold the site?

A. The burning of the school-house does not change your right. If you can prove the promise, a conveyance of the site can be enforced, or the district can call on the town board to "establish" the site. (Sections 78–9).

Q. If a district, in defiance of a decision by the State Superintendent, proceeds to build on a site set aside by him, what is the remedy?

A. To obtain an injunction from the judge of the circuit court.

Q. We held no annual meeting at the legal time. What shall we do?

A. Call a special meeting, specifying in the call all the business to be done (Sec. 21). Vacant offices will be filled by appointment.

Q. If a meeting is adjourned to a certain day without naming any hour, what will be the legal hour?

A. The hour named in the statute (Section 17), which is 7 o'clock, P. M.

Q. Does the chairman of an annual district meeting preside at an adjourned meeting, if there be one?

A. Yes, if present. He does not lose the place by adjournment.

Q. Can money be raised, officers elected, etc., at such adjourned meeting?

A. Yes; everything that could have been done at the annual meeting, of which it is but the continuance; provided, however, that officers cannot be elected, if the adjournment was for more than ten days, as the power of a district

to elect continues but ten days, after which vacancies are filled by appointment.

Q. If a motion is made to proceed to the election of officers and is lost, can the meeting afterwards go into an election, on motion?

A. Certainly; a district meeting can always "alter, repeal, and modify" its proceedings. The refusal to go into an election at first might imply merely that the majority wished to do something else first.

Q. Would it be necessary to "reconsider" the vote not to elect?

A. A vote to reconsider would be proper enough, but the election would be valid, although no such formal vote were first taken. Reconsideration would be involved as a matter of fact, in the act of election. The legality of the action of a school meeting does not depend on the observance of "parliamentary rules," which are no part of the school law.

Q. Can a person who did not vote for a measure carried at the previous meeting, move to reconsider the vote at an adjourned meeting?

A. To do so would not be in accordance with parliamentary usage, but the reconsideration, if carried on his motion, would not, therefore be invalid. (See previous question and answer).

Q. Is a man disqualfied for holding the office of district clerk who cannot read or write?

A. He is not *legally* disqualified for being elected to it. The wisdom of the election is another thing.

Q. Would a town clerk be authorized in appointing some one in his place?

A. Not unless he resigned or was removed.

Q. Can a board require additional security in case of the death of the treasurer's bondsmen?

A. They can if they deem it necessary.

Q. Can a district, by resolution, require the treasurer to pay interest on moneys remaining unexpended in his hands, say three months or more?

A. A district has no such power.

Q. What power has a district board in regard to purchasing articles needed for the school?

A. Such power as is conferred by sections 48, 49, and 51.

Q. Our treasurer removed into another district in this city, and we elected a successor, but the old treasurer still claims the office; has a place of business in our district and may come back, and so refuses to give up funds, etc. Which is treasurer, and how shall it be decided?

A. A man's place of residence is not determined by his place of business. If your treasurer has moved into the other district with no particular intention of coming back, he has lost his residence and office in your district; but if he has gone to stay temporarily and intends to come back, and regards your district as his permanent place of residence, he has not lost his residence or office. It is, therefore, a question of intention, in part, and would be so regarded by the courts. It can be decided on a *quo warranto*.

Q. When and why was the prohibition about acting as agent added to section 91 of the school law, and what is intended by it?

A. In 1867, with other amendments to other sections. This amendment probably grew out of some indiscretion on the part of some superintendents in aiding to introduce certain school-books, for a pecuniary consideration. The law cannot be considered as forbidding a superintendent to recommend such books, etc., as he thinks the best, but to act as a book-agent in a business or commercial sense, and thus use his office for pecuniary emolument and not for the good of the schools.

Q. Suppose a superintendent, at the request of some school officers, sends for some books, charts, maps, etc., distributes them, and receives back the cost, and something for his trouble, would that be a violation of the law?

A. It could hardly be regarded as making him an "agent" within the meaning of the law, but to prevent cavil, it would be better to get some one else to do it.

EDITORIAL MISCELLANY.

THE ASSOCIATION.

During seventeen years observation of the annual gatherings, we do not recollect a more thoughtful and scholarly address from the President than that given this year. Anon we may have something to say on several of the topics discussed.

A committee was appointed to report at the Executive Session in December on the matter of placing the Association under a charter. There can be no doubt, we think, that it would be well to effect some change in its organization and mode of working. Why should it not, like the State Agricultural Society for instance, have its permanent and its transient characteristics; its life members and yearly members? There is a sufficient number of men in the State engaged in educational work as a profession, as a life-work, to form the basis of a permanent organization for the promotion of the interests which they represent, and men whose movement in the matter would give it dignity and insure success. And when we speak of educational work, we do not refer merely to the work done in and for the public schools. The presidents and professors of the colleges as well as of the university and normal schools; teachers in private and special as well as public schools, together with school officers, should all act in harmony. For though varied in its instrumentalities, the work of education is one; and not only should teachers avoid sinking the man in the profession, but dropping into clans according to the special character of their work; just as wool-growers or stock-raisers, though having special interests, should not isolate themselves from the general body of agriculturists. And here we would remark, that if there was any one thing about the late meeting especially gratifying, it was the presence and the admirable lectures of two of our college presidents—for which—thanks to our late president.

We think then, as suggested at the meeting in December last, that the time has come for the Association to have a more solid and more permanent organization. (It is now twenty-one years of age, its Constitution having been adopted in July, 1853.) To this end it would be well, we think, to make its officers more permanent. It is not—or should not be—the object of the members of the Association to seek a little empty honor by getting elected president, secretary, etc., but to come together to advance the interests of education. This implies investigation and deliberation, and garnering up the results of experience; and all this is best subserved by having more permanent officers. It is vain to expect the good results that ought to flow from an association of teachers under such a loose organization as we now have, with a change of officers, of purposes, of methods and of programme each year. Nothing is tried long enough to determine its value. In short, there is no proper consecutiveness of ideas or aims; no proper consciousness of an organic and permanent existence.

For instance, the President delivers an address. This is well enough, though it is merely a custom and does not appear to form any necessary part of his duties as a presiding officer. But the address is delivered; a batch of committees hastily appointed to report upon half dozen topics which it may touch upon; the reports are hastily drawn up, and as hastily adopted, or referred to some other committee, and the whole thing is ephemeral in its nature and its results; conclusions which seem to be reached at one session are changed at the next.

The mere re-organization of the Association, so as to give it corporate powers, would not effect any thing important, unless it was accompanied with an internal change, such as we have indicated above. For this, perhaps, it is not prepared; it is, quite possibly, such a change as the majority of those who come together at our meetings would not desire. In this case, there might, we think, be formed, with great ultimate profit to the cause of education, an association of educators which while it might be much less numerous than the present Association, would be

more compact and more permanent, and likewise more deliberate and methodical in its mode of action. There is room for both.

INTERMEDIATE SCHOOLS.

The want of consecutiveness of ideas and aims in the labors of the Association alluded to in the previous article is illustrated in its utterances and action from time to time in regard to the matter put as a caption above. A year ago a report was adopted recognizing "high schools and academies" as furnishing "secondary education," and stating the "want of proper secondary schools in the state to be keenly felt," etc. At the meeting in December, there seemed to be a general concurrence in the same view, and "Dr. Chapin thought that the discussion (of Prof. Carpenter's Paper) should not end until more emphasis had been given to the most practical point which had been brought forward, and that was the lack of intermediate schools—a lack which ought to be met." This year, Mr. Winchell, among other points in his excellent Paper (printed in this number), sets forth the need of a series of schools through the State like those contemplated in the bill of last winter, introduced by Mr. Kuntz, and passed by the Assembly. Then came a Paper from Mr. Emery which seemed to be adverse to the idea, or we should say rather perhaps to the idea of "county academies," and two out of three other gentlemen appointed to continue the discussion indicated the same adverse views, and thought we could better have "town high schools." Next came a report of a committee on the same subject, (as one of the topics of the President's Address), which was favorable to the project of academies, but the report was referred to another committee to report next December.

To an outsider, it might well seem as if our ideas on the whole subject were somewhat chaotic, and our utterances equivocal. But we apprehend that the matter admits of a solution, and that the following points may be assumed:

1. That our leading educators in the State concur with those elsewhere in thinking the establishment of some more general and uniform system of secondary schools to be one of the chief educational wants of the day.

2. That this want must be supplied by institutions commonly known as high schools and academies.

When it comes to details, there is of course some room for difference of opinion. The time may come when the work of education will be thought of so much importance as not to be subordinated to other matters of civil interest, and when territorial divisions for educational purposes will be independent of town and county lines. At present we cannot expect this. The county is a variable unit, as shown by Mr. Chandler, but to some extent it would be convenient to regard county lines. A large and populous county would require more than one academic school as it requires more than one superintendent. Towns are altogether too small a territory to support such a sshool; nor would a group of four towns be sufficient.

Mr. Winchell calculates that two per cent. of a school population would go into a high school. This would require an aggregate of 5,000 children to furnish 100 academic or high school pupils which is as small a number as would do to reckon on as a minimum while 200 from a population of 10,000 would be a more desirable basis. This, as Mr. North remarked, is just about the measure of Waukesha county, which embraces 16 towns, as does also Jefferson, its next neighbor west. A single town can expect to have nothing more than a central grammar school, and even a group of four towns could effect no more. Mr. Winchell speaks very pertinently of the folly of attempting to have a high school, where there can at the best, be no more than the fragment of one.

It is well to remember, however, that these intermediate schools—let us call them *country* academies instead of *county* academies, must grow, like other things. They could not start off with two hun-

dred, or even one hundred students, prepared to begin a high school or academic course, for the reason that no such number is to be found in each county. For several years this work, like that of our colleges and normal schools, would largely be prepartory work. But they would draw to themselves the best pupils, to a large degree, and gradually diminish the grammar school and enlarge the high school grade of studies. Especially would this be the case if the towns would organize under the town system and establish central grammar schools. This, we repeat, is all they can do.

There can be no doubt that the adoption of the "town system," if not absolutely necessary, is a measure most desirable, as precedent to the growth of a series of intermediate schools of the academic or high school grade. The relations of such schools to existing high schools, and the feeling of jealousy or alarm that the latter may possibly feel at the idea of a general system of academies, we propose to consider hereafter.

THE USE AND ABUSE OF BOOKS IN SCHOOL.

Dividing school-instruction into the three stages of primary, intermediate and advanced (and these stages actually exist, to some extent, in the ungraded country school)—it is in the second of them only that books should begin to play any important part. In the first period the great object should be, considering education in its intellectual aspect, to awaken, develop, and train the mental powers and faculties and not to stuff the mind with words—with mere fragments of the husks of knowledge; not to impart precocious skill in certain mental gymnastics or to overtask the memory, while other faculties are forgotten or dwarfed. In short, the object should be to plant germs and not to reap fruit. In the second or intermediate stage, this work is to be largely continued, but more discipline of mind is to be sought. Heretofore the work has been (or should have been) mostly in the nature of play —*i. e.* spontaneous activity, with as little as possible of restraint or coercion; but now there is more of mental work and less of play, the former increasing, the latter diminishing. The pupil, by degrees, but slowly, learns to convert spontaneous, unconscious attention to the teacher's oral instructions and outward demonstrations into more abstract thought and more continued mental effort, and so gradually acquires the power to study, and to study with profit, and at the same time with pleasure. To this end the book now becomes more useful to aid memory, to guide inquiry, to regulate thought. The pupil acquires increasing power to learn and recite lessons, in a natural and healthful way; not in the way of parrot-like repetitions of words without life or thought, but as partaking somewhat of the vivacity and originality that is supposed to characterize the teacher's own previous instructions. In short, the pupil, to some extent, studies and recites lessons; but study is made, as much as may be, an exercise of thought, and not merely of memory; and recitation is made a rehearsal of what the pupil knows and thinks himself; and in his own way and own words, and not a mere lifeless repetition of paragraphs from a book.

And to this end the teacher continues, though in decreasing degree and in a modified manner, the work of the former stage—the primary period; doing to-day, partly as instructor, and partly as model, what the pupil is expected to do on the morrow. As this period is passed through, the pupil is to become less and less imitative however, and more and more original; is to rehearse his acquirements less as an effort of memory, and more as an effort of thought.

And now, supposing all this has been accomplished, the pupil is prepared to pass into the third stage and become a student, a scholar in the just sense of the term; or, as is the need of the majority, to begin the pursuits of active life. In the latter case, the boy or girl, if previously well trained, will be an intelligent learner, or worker, in whatever it is set to learn and do. Our mechanics, merchants, farmers, etc., will all be, what

only a portion of them now are, in any just sense of the term, educated persons. We may look for the time to come, though not very soon, when the average of educational development, if not of attainments, among the industrial classes, who now generally leave school by or before the age of fifteen, will be higher than the present average of our professional men, so-called—because they will be so educated, at home and at school, as that they will go on in the work of self-education as long as they live. They will have acquired such habits of observation of thought and of intellectual effort, that they will be perpetual students, and students not only of books, but nature. To this end let books be properly used in school and not abused, nor the whole process of school discipline made so repulsive as to create a rooted dislike for books and study.

EDUCATION A UNIVERSAL PROCESS.

What is this work of education, this process of unfolding the nature of the child, in which teachers are to aid, but a part of the great design of Providence in regard to all things? Every created object has its appropriate, appointed destiny. In order to the fulfilment of this destiny—in every living creature, especially—this unfolding must take place. And those agencies, whether of man or of nature, which aid in this process, are educating agencies; they stand in the same relation to that which is to be unfolded and drawn forth, as that in which the teacher stands to the child. All living things, then, are educated; all things, we mean, which fulfil their destiny, which carry out the end of their being. The plant is developed, educated, from its seed, through all its several stages of germination and growth, to its final perfection of flower and fruit. Its educators are the heat and light of the genial sun, the dews and rains and airs of heaven, the hidden forces of nature, and last of all, the fostering care of man. The skillful, intelligent cultivator, is to the plant what the true teacher is to the child. The animal, too, is developed, from its embryo state, to its fulness of life and strength. The mighty nation is developed from its first dawnings of civilization and culture, its first beginnings of power, to its culmination of greatness and glory. And how varied the agencies which educate the nation! How many vicissitudes, how many struggles, how much expenditure of blood and treasure, how much dear bought experience, how many alternate reverses and triumphs, before a nation can take rank among the powers of earth! And how true is all this of the man, before he can take rank among nature's noblemen! Not all development, not all education, however, is successful. Thousands of failures meet us on every hand. Innumerable existences are blighted, perverted or destroyed. But the cause of every failure, of every blight and perversion, will be found to resolve itself into one and the same thing at last. If the plant, the animal, the man, the nation, does not fulfil its destiny, if it fail to reach a worthy result, it is because there has been a failure in complying with the conditions of success. These conditions are prescribed by one manifold but universal law, and obedience to this law of development is the condition of all successful education. Thus if the plant be rudely removed from its natural soil or climate; if it secure not its needful light and moisture; if, in short, in any essential particular, the laws of its growth are violated, its proper development cannot take place. If there be not entire failure, only some partial or abortive result is obtained.

Why is it that some nations have gone forward in the career of growth and improvement, while others have reached but an imperfect degree of civilization, and then ceased to advance and become stagnant, or have receded toward barbarism? Why is it, unless it be that the latter have failed in some way to observe the conditions of national health and growth? Much more then must the individual nature of man conform to the law and conditions of its proper development, if that development is ever secured. This is a

truth for teachers, and not only for teachers, but for parents to ponder.

CHEAPENING EDUCATION.

In the last number of the Journal we re-printed from the Chicago *Times* an article entitled "Cheapening Education." The article is an honest, thoughtful, carefully written, interesting and able plea against the "officious intermeddling of the State," in furnishing to its citizens facilities for higher education. The appearance of such an article in a great Chicago daily, the recent case before the Supreme Court of Michigan, involving the question whether the State can tax the many in order to bestow superior culture upon the few, and the paper of Mr. Lowell, "Democracy Here Also," in our June issue, are three straws which show to our readers that the current of public opinion is not wholly in the direction of State support for higher instruction.

We reprinted the essay from the *Times* in the same spirit that led us to publish and to comment upon the contribution of Mr. Lowell. We believe the argument of the essay to be fallacious and mischievous; but some able and good men think otherwise. Honest opinions, whether in harmony with our own or not, we always respect. In fact, the honest opinions of others always have a special charm and value to us, *because* we cannot believe them. For instance, the delightful sophistry of the article in question made it so interesting to us that while first reading it we were oblivious of outward discomforts. Naught to us, for the time, were the dust and smoke and rumble of the railway car, and an atmosphere whose heat had attained unto more than four score and ten.

The purpose of presenting some accompanying comments upon the paper in our last issue failed of fulfilment from want of time. We had confidently hoped to prepare a leader upon the subject for the present issue, but circumstances have again prevented. We trust we may be able to print in our September number a somewhat full statement of our reasons for having no fears of evil results from any past, present or future movement looking to the cheapening of education. Meantime, we ask our readers to re-peruse the somewhat remarkable article to which we have referred.

Institute Conductors' Meeting.—Looking in upon this grave and reverend assembly, which convened in the Madison High School building the week before association, we found them busy in preparing for the campaign, but not so serious as to be inappreciative of each other's jokes. They seemed to know how both to give and take critical knocks. This preparatory drill cannot but give more unity and efficiency to the work of the Normal Institutes, which will further be greatly aided by the Syllabus of Instruction prepared by Prof. Graham. We quote a few sentences as illustrative of his general ideas, founded on much experience, and in the belief that they may be suggestive to teachers generally, and elsewhere than in Institutes:

"While considerable time ought to be given to methods of presentation and detail of plan, yet much *class work* is needed, so that the subject taught, as well as the *manner* of *teaching*, shall be well understood. In this a *clear comprehension* of a subject does not necessarily involve minuteness of detail.

"The *quality* and not the *quantity* should be the aim in the short time allowed. To accomplish this, the Institute must be, as far as possible, a *model school*.

"The recitations should be models; the *manners*, *deportment*, *punctuality*, models. Thus the spirit emanating from these meetings will permeate the subsequent life of each teacher.

"As a great amount of work is laid out, it is recommended that the class be numbered and divided into two sections by the even and odd numbers, No. 1 reciting, No. 2 listening, and *vice versa*.

"In this manner a healthy competition will secure in recitations a fair standard of perfection, while the pupils will not be overburdened with so *much* work as not to do *any well*."

RESIGNED.—Mr. Martin E. Cady, Superintendent of Schools of Pierce Co., has recently resigned his office to accept the Principalship of Troy Conference Academy, Poultney, Vermont. This appears to be quite out of the usual order of things. Yet Vermont has given Wisconsin so many good men that on general principles we ought not to complain if she occasionally demands one back. Professor Cady, whether as Principal of River Falls Institute, or Superintendent of the Schools of the County, has, we believe, been an efficient worker in the Educational cause, and while we regret to lose him, he has our congratulations for his election to what is doubtless a more profitable and congenial position in the Green Mountain State. We record a recent pleasant call from Mr. Cady while on his way to his new eastern home.

PRESIDENT OF THE FOURTH NORMAL SCHOOL.—The Normal Board at their late annual meeting unanimously made choice of W. D. Parker, for several years the efficient Principal of the Janesville High School, as President of the Fourth Normal School, located at River Falls, Pierce county. The choice is warmly endorsed by the leading teachers of the State. The Board elected earlier than they would otherwise have done, for the reason that Mr. Parker was urgently desired to engage in normal work in California. By this timely action his services are retained in the State. It is expected that the school will open about the first of September, 1875.

SUPPLEMENTARY EXAMINATION.—The State Superintendent is unable to announce as yet a Supplementary Examination for State Certificates to be held the last of August. He would refer all inquiring parties to the conditions under which such Examination may be held, as indicated in the July issue of the JOURNAL. He would also say that up to the present writing only one or two applications therefor have been received. If a sufficient number of others, desiring to attend an Examination at the time specified, will at once signify to him their wishes, arrangements to accommodate them can yet be made.

WISCONSIN will be well represented at the Detroit meeting of the National Educational Association the first week in August. Many of our most enterprising teachers are preparing to attend. The session promises to be one of more than ordinary interest, as a glance at the programme published in our last number will indicate. The junior editor of the JOURNAL expects to be present, and our next issue will probably contain sundry pencilings of what he sees, hears and thinks at the great convocation in the City of the Straits.

MR. R. S. REED, of Prescott, has been appointed by the State Superintendent to fill the vacancy in Pierce county, caused by the resignation of Supt. Cady. Mr. Reed held the same position in that county by election from 1868 to 1870. He is a practical teacher of much experience, and it is believed the school interests of the county will be in the interim in good hands.

PROF. D. MCGREGOR, of the Platteville Normal School, has been transferred from the chair of mathematics to that of rhetoric, which leaves him more free to work in the Institutes, and in recognition of his long and faithful services, his salary has been increased. He, too, has been loudly called to the Pacific coast, but is content to stay in Wisconsin.

NORMAL INSTITUTES will be held for four weeks, commencing August 3d at each of the following places: Platteville, Richland Center, Baraboo, Manitowoc, Berlin and Tomah; at Chilton and Black River Falls, for four weeks commencing Aug. 17, and for two weeks commencing at the same time, at Elkhorn and Depere.

LA CROSSE.—A lively discussion has been going an in the *Republican and Leader*, between Superintendent Weston and a

citizen, in regard to the right of a school board to suspend pupils from school on account of irregularity of attendance. We do not know whether it is yet concluded.

FALL TERMS OF THE NORMAL SCHOOLS.—Those interested will note the time of opening of fall terms of the Normal Schools, viz: at Platteville and Whitewater, Tuesday, September 1; at Oshkosh, Tuesday, August 25, and not the week following, as advertised last month.

SOMETHING more than thirty short term Institutes will be held this autumn, principally in September and October. Including the Normal Institutes, a larger body of teachers will be out this season than ever before.

A FINE ESSAY.—We have been permitted by Miss Field, of this city, to publish her Graduating Essay, which is a credit both to herself and the University. She was one of the fourteen lady graduates of the last class.

THE list of Fall Institutes is substantially completed. It will be printed and distributed about the time the present number of the JOURNAL is mailed.

THE Amerikanische Schulzeitung will hereafter be published in Milwaukee.

AGASSIZ.—Prof. Agassiz was simple in dress and mode of living. His figure was somewhat under the medium hight. His massive head, slightly inclined forward, rested on a thick set and sturdy frame. The natural expression of his face was of cordiality and good humor. His large eyes of bluish gray were ever ready to brighten with kindly interest when a student was seeking information, or telling of what might, perhaps, be a new discovery. But whether the thought presented was new or old, Prof. Agassiz rarely failed to bring forth from the storehouse of his memory some illustrative or cognate fact, investing the subject with a broader significance. His lectures and public addresses were, with few exceptions, extemporaneous, or at all events, largely dependent upon the inspiration of the moment for their forms of words. He was a fluent speaker, using English, though evidently not a vernacular tongue, with ease and accuracy; hesitating, or rather pausing sometimes for a moment, not as if there was any deficiency of thought or words, but as if he was in doubt which to select from a throng of ideas presenting themselves.—*New York Tribune.*

THE *beginning* of knowledge is in the senses. Through their agency we become acquainted with whatever is visible and external; it is, perhaps, needless to add that the period of their greatest impressibility and activity is during childhood. The perceptive faculties attain full vigor when most other faculties are only beginning to reveal their existence. Every appeal, then, should be made *first* to the senses, and carried thence to the intellect, as far as *age* and *capacity* will allow. As each new subject is presented, and at each successive step in its evolution, watch the effect upon the learner, bearing in mind that that exercise of our sense and intellect, which produces interest and delight, is best adapted to the development of the juvenile mind.—*The School.*

WHILE the United States is preparing to celebrate its centennial, Iceland is celebrating its millennial, it having been colonized in 874. The King of Denmark has signalized the event by giving the colony its independence. It is to have a constitution and legislative assembly of its own, which was to go into operation August 1st.

THE schools of Vienna are said to be among the best in the world. Their superiority is chiefly owing to the thorough preparation of the teachers in all the grades, and the great amount of apparatus used. Recitations of our sort are almost unknown, teaching being done by illustrations, and by the teacher working with his class.

ASSOCIATIONS.—Meetings will be held as follows: Maine, Rockland, time not fixed; Connecticut, New Haven, October 23; Pennsylvania, Shippensburg, August 11; West Virginia, Clarksburg, August 4; Iowa, Des Moines, August 25; Minnesota, Owatonna, August 18. In each case the sessions continue about three days.

THE SUPREME COURT of Massachusetts has decided that either teacher or parent may correct a child for misconduct on the way to or from school. This probably means, so far as the teacher is concerned, misconduct affecting the welfare of the school.

IN Arkansas, a new law provides for county superintendents to be elected by the school officers, as in Pennsylvania, which is much the best way. District superintendents are abolished, as having too large jurisdictions of territory.

NEW YORK has passed a compulsory law, requiring that all children from 8 to 15 shall be instructed, either at home or at school, for at least 14 weeks each year, or the parent is liable to a fine of $5 a week.

AT Yale, one hundred and sixty-three students applied for admission to the Freshman class in the Academical department, and ninety-three were examined for entrance into the Scientific School.

IT is said that ex-President Fillmore never saw a grammar until he was 19 years old. Moral—If you want your sons to be great men, don't let them study grammar until they are 19 years old.

AT THE late Commencement of the Ohio University the degree of D.D. was conferred upon the Rev. John M. Leavitt, late editor of tho *Church Review*, and now editor of the *International*.

MISS FRANCES E. WILLARD has resigned her position as Dean of the Woman's College in connection with the Northwestern University at Evanston, Ill.

THE State Superintendent of Nebraska announces times and places for Teachers' Normal Institutes, and says: "Board and lodging will not exceed $3.00 per week." This means work.

CHANCELLOR WINCHELL, of the Syracuse University, has resigned his position to take the chair of Geological Instruction, and Dr. E. O. Haven is elected to succeed him.

IN Alabama, the public schools are closed, as there is no money to pay teachers, the State having for the present used $1,200,000 of the school fund for other purposes.

THE seventh annual Catalogue of the North Missouri State Normal School, at Kirksville, shows an attendance during the past year of over 700 students.

IN New Jersey, the majority of the teachers wish the law forbidding corporal punishment in school repealed as interfering with proper discipline.

IN Raleigh, N. C., are no public schools. A recent bill of expense for criminal prosecutions amounted to $20,000. The moral is not far to see.

MRS. WILLING, of Bloomington, Ill., has been nominated by the Prohibitionists as a candidate for State Superintendent of Public Instruction.

ILLINOIS has a new law punishing the exclusion of colored children from the public schools by a fine, not to exceed $100.

A GRADUATE of Harvard proposes that each alumnus shall insure his life for $500, for the benefit of the college.

KANSAS is soon to open (Sept. 1) a second Normal School at Concordia, the town contributing $8,000.

CALIFORNIA has passed a compulsory law, making its violation punishable by a fine of from ten to fifty dollars.

BOOK NOTICES, ETC.

MY MOTHER AND I. A Love Story. By the Author of "John Halifax, Gentleman," etc. With Illustrations. New York: Harper & Brothers. 1874. 12mo; cloth; pp. 277. Sold by Jansen, McClurg & Co., Chicago. Price $1.50.

That peculiar and especially sacred love which ought to link mother and daughter was never more faithfully delineated than it has been by the author in these pages. Though the story, like nearly all that she has written, has an undertone of sorrow, and deals with the more sober and darkened side of human life, it is, at the same time, pervaded by a faith and hope which serve to reveal the richer fruits which may come after a course of persistent principle through what seems unmerited suffering.

There is in the story only little of what can be called a plot. And what there is turns out in a way which some novel readers would call disappointing. The heroine is left unmarried. Her affianced husband—one of those genuine, noble men whom the author of "John Halifax" knows so well how to sketch—is drowned at sea, and the daughter remains still the comfort and stay of her mother.

THE RHINE: A Tour from Paris to Mayence. By Victor Hugo. Jansen, McClurg & Co., publishers, 117 and 119, Chicago. 1 Vol., 12mo. Tinted paper. Price $1.75.

This beautiful volume is charmingly written, and is, of course, prolific in legends and stories and philosophical reflections, but gives at the same time a most graphic description of the beautiful scenes through which we pass under the author's guidance. One should read this work carefully to appreciate all the poetry and sentiment which live in the poet's mind for the lovely Rhine and its crumbling ruins. The book is remarkably creditable typographically, and an honor to the Chicago house which has ventured to undertake its publication.

UNDER THE TREES. By Samuel Iraneus Prime. Harper & Bros., N. Y.: Sold by Jansen, McClurg & Co., Chicago. $2.00.

Dr. Prime is a delightful writer, and this book, written "under the trees," is just the thing to read in the same way. It speaks of things around him, of scenes visited in this and other lands—he has been quite a traveler—and of things more serious, in some thirty pieces, all indicative of a large, sympathetic and loving soul. It is an admirable book to read or to give away.

MISS MOORE; a Tale for Girls. By Georgiana M. Craik, author of "Mildred," etc. Illustrated. Harper & Bros. Sold by Jansen, McClurg & Co., Chicago. 90 cts.

It will be a good recommendation of this story when we say that it is one of a series of Tales for Girls, written or edited by the author of "John Halifax, Gentleman." This story, like the others, is well written, and while interesting, embodies wholesome and encouraging views of life and duty.

PRETTY MRS. GASTON, and Other Stories. By John Esten Cooke, author of "Virginia Commedians," etc. Illustrated. New York: Orange Judd & Co. Sold by Jansen, McClurg & Co., Chicago. $1.50.

The principal one of these stories, "Pretty Mrs. Gaston," is a lively and readable story of Virginia life, and punishes villainy and rewards virtue in the approved way, but is by no means a common place story.

INTERNATIONAL REVIEW—No. 7—July and August. New York: A. S. Barnes & Co. $5.00 a year.

This number gives a new variety, as will readily be seen, and the articles are all of living interest, as follows: Wm. Cullen Bryant and his Writings, by Ray Palmer, D. D.; Coal and its Supply by Prof. E. B. Andrews. State Geologists of Ohio; Thirteen Years of Freedom in Italy, by Prof. Angelo de Gubernatis, LL. D., of Florence, Italy; The Catholic Reformation in Switzerland; The New Review of the English Bible, by Prof. Geo. P. Fisher, D. D., Yale College; The Orthodox Church, by the Princess Dora d' Istria. Books.

HARPER'S WEEKLY, with Nast on the lookout, pencil in hand, is a power of the day. Every topic and event of general interest is presented and illustrated, in a striking and instructive manner. The last number pays its respects, among various other things, to the College Regatta, one of the sensations of the summer. Harper is always on the side of good morals and political reform, and exerts a salutary check on rascalities in high places.

EVERY SATURDAY continues its three serials—"A Rose in June," "His Two Wives," and "Far from the Madding Crowd"—the two first clever stories, the last one of *the* stories of the day. Every number contains a choice medley of miscellaneous literature, home and foreign, and an abundance of spicy editorials.

APPLETON'S JOURNAL continues "My Story," by the author of "Patty," and several other interesting serials. This journal is specially noted for a choice variety of contributions from American writers, and for its refined taste in all matters of literature, art, music and the drama, with a judicious resume of scientific progress, and a weekly record of events.

A NEW MUSIC BOOK FOR DAY SCHOOLS.—We call the especial attention of teachers and School Committees to the advertisement of Messrs. Ogden & Leslie's new music book, "Silver Carols." The reputation of the authors make it certain that the new book is all that its publisher claims for it. Specimen pages will be sent free to any address. Write to W. W. Whitney, Toledo, Ohio.

CHAMBER'S ENCYCLOPEDIA.—It should be understood by those who wish this valuable work, that the last and best edition is not the last Edinburg edition, but that of Messrs. J. B. Lippincott & Co., of Philadelphia, which can be obtained of J. H. Rolfe, 36 Monroe St., Chicago. This edition has undergone thorough revision, and is in many respects superior to the last Edinburg edition.

ORCUTT'S MANUALS.—"The Teacher's Manual" will be sent for 85 cents, and "The Parent's Manual" for $1.00, postpaid. Published by Thompson, Brown & Co., Cornhill, Boston.

TEACHERS will be interested in the advertisement of Eldredge & Brother, which appears in the present number, on cover.

University of Wisconsin,

MADISON, WISCONSIN.

This institution embraces the following Colleges and Departments:

COLLEGE OF ARTS.

Five Departments. General Science, Agriculture, Civil Engineering, Mining and Metallurgy, Military Science.

COLLEGE OF LETTERS.

Two Departments. ANCIENT CLASSICAL Department, in which the course of study is equivalent to that in the best classical colleges in the country.
MODERN CLASSICAL Department. French and German take the place of Greek.

SUB-FRESHMEN COURSE.

This embraces two years of preparatory study.
Ladies are admitted to all the courses of instruction in the University.

LAW SCHOOL.

Judge P. L. SPOONER, Dean of the Law Faculty.
The Laboratories for instruction in Analytical Chemistry, Determinative Mineralogy and the Assaying of Ores, are believed to be the most complete in the country, west of the Alleghanies.

A QUANTITATIVE LABORATORY

has been opened, and numerous additions have been made to the apparatus in the different Departments of Science.

LIBRARIES.

are open to students, without charge, containing more than *SEVENTY THOUSAND VOLUMES.*

THE CURRENT EXPENSES

are less than in other institutions of equal grade. One student from each Assembly district, and all graduates of graded schools of the State who pass the required examination, are entitled to

FREE TUITION.

The institution is under the immediate charge of a President and twenty-six Professors and Teachers, and is, in all respects, in a highly prosperous condition.
For further information, apply to

JOHN BASCOM,
President.

MADISON, June 4, 1874.

WISCONSIN

JOURNAL OF EDUCATION.

VOL. IV. SEPTEMBER, 1874. No. IX.

Results of School Discipline in the Direction of Obedience to Law.

BY E. A. CHARLTON, PREST. PLATTEVILLE NORMAL SCHOOL.

(Paper Read before the State Teachers' Association, July 15, 1874.)

"Go, traveler, and tell at Lacedemon that we fell here in obedience to her laws." Such was the inscription on the monument erected to the memory of those who fell at Thermopylæ.

In this brief sentence we have embodied one of the fundamental ideas underlying the ancient civilization,—the supremacy of the state. The individual was of little account; the state was everything. Whatever she required must be done.

In our modern civilization, I will not say the opposite is true, but the tendency is in the opposite direction. The individual is exalted, and the state is regarded as of relatively less importance, though now there are not wanting those who like Leonidas and his immortal three hundred, would give their lives in obedience to the laws.

The "Reign of Law," we are told, prevails through the boundless realms of Nature, and so more or less perfectly does it extend through human society and human institutions.

The very idea of civil society implies order, law, government. It is not enough that laws be enacted and spread upon the pages of the statute-books; they must be principles which guide men in the every day affairs of life. Without this in some form or other, man is reduced to the condition of the brute. "Even a bad government," says Dr. Peabody, "is better than none, for a bad government can exist only by doing a part of its appropriate work, while in a state of anarchy, the whole of that work is left undone and unattempted."

In the education of our youth, the true aim is not merely to give them a certain amount of knowledge and information, not merely to develop their intellectual powers, but also, as far as possible, by the inculcation of right principles and the formation of correct habits, to prepare them to become good citizens.

What is more characteristic of the good citizen than respect for all rightly constituted authority, and obedience to its behests.

To render honor to whom honor is due, custom to whom custom, tribute to whom tribute, is the dictate of reason as well as of revelation. "Render unto Cæsar the things that are Cæsar's," is just as imperative as "Render unto God the things that are God's."

I will not here discuss the *limits* to obedience for there will be few instances in the life of any one of us in which resistance or disobedience will even seem to be a duty.

But obedience to Law may be, under certain forms of government, enforced by the strong arm of power. With that

our present discussion has no concern. In our own country, the only obedience we can hope for is that which is spontaneous or voluntary. We are so jealous of our personal rights, we are so imbued with the spirit of independence and the idea of equality, we have so little respect for rank, position, or mere authority, and so much for man as man, so thoroughly have these ideas been inwrought into our very being, that whatever obedience we render is the result of principle, or habit, and not of constraint.

The perpetuity of our free institutions, nay, our very existence as a nation, depends upon obedience to Law. We have nothing to fear from without, and all the dangers that threaten us from within, arising from vice and ignorance, culminate and find their expression in this one thing—Contempt for Law. Whatever, then, tends to cultivate respect for law, is especially important in our own country. Whatever means can be employed to train the youth of our land to become law-abiding citizens, should be most carefully employed.

I have intimated that obedience may result from principle, that is, from a conviction of *duty*, founded upon the perception of the relations in which one stands to his fellow-beings and to his Maker. He who understands these relations and has withal a regard for the right, will not fail to sustain, to uphold and to obey the laws of his country, even at the cost of personal inconvenience and sacrifice.

Again habit exercises a potent influence upon human actions. What one has done from *principle*, will at length be done from *habit*. What one has been taught to do and trained to do, he will do almost unconsciously. There are many who perform acceptably their duties as citizens and members of society, who have no strong convictions of duty. They do what they have always done with no thought of turning aside from the beaten track of their every day life. Happy would it be for our country if all our youth were trained to do right, to *live* right, even if they were not instructed in the theoretical principles of ethics.

The training and discipline calculated to make law-abiding and good citizens should be very largely the work of home. At home right principles should be inculcated and right habits formed. Obedience to parental authority leads to obedience in school and finally to obedience to the laws of the state.

But home influences are frequently so defective, not to say vicious, and under our system of public education the child is sent to school at so early an age, that the school is often compelled to do the work of the parent as well as its own more appropriate work. Nay, more, it must too often eradicate wrong principles, erroneous ideas and bad habits. The noxious weeds of error must be rooted out, that the seeds of truth implanted in the mind may spring up and bear fruit.

But whether the school be required merely to supplement home training or to substitute something better for it, it has an important work to do in the direction of securing respect for and obedience to Law.

School Discipline in its wider application includes all that is implied in School Education, the intellectual and moral training as well as the government. In a very limited sense it implies correction or chastisement. For my present purpose, I shall use it as "Training to systematic and regular action in accordance with established rules." It implies not only what is usually understood by school government, but the daily routine of school work so far as it is carried on in regular order.

I do not, however, overlook the fact that the development of the mental faculties and the increase of knowledge resulting from school work, tend in the same direction of obedience to Law.

My limits forbid a full discussion of what constitutes true School Discipline. A few brief statements must suffice.

It is not a system of Rules and Regulations, of forms and ceremonies established and enforced for the convenience of the teacher. Neither is it an end to be sought for its own sake. In itself considered, an orderly, quiet school is no

better than a disorderly one, unless some good results are gained by its order and quiet. School Discipline is rather a means to certain desirable ends. It is the means by which the work of the school may be carried on efficiently and economically.

But it should look beyond this and keep steadily in view the proper preparation of those subject to it, for the active duties and great responsibilities of life. It should not regard merely the apparent interests and pleasures of to-day. It should also keep in view the future of the children and youth now in school, and consider what their circumstances will probably be when they shall have left the school-room. Indeed the best results of the best school-work are not those which are manifested at the quarterly or annual examination. They are rather those results which are obvious after years have passed, after the student freed from the control of parents and teachers, takes his place, a man among men, and with whatever energy and skill he may, shows what his early training has fitted him to do.

All right school discipline is founded in wisdom and carried out in love, yet with unshrinking firmness.

This discipline takes the child as he comes from his home, whatever may have been his past experience and associations, whatever habits he may have formed, and requires of him; *obedience*, as the first condition of membership in the school. It is no abrupt transition for him to pass from the school-room with its code of laws, written or unwritten, into the wider field of society with its civil and social laws and customs.

But it is not habit alone upon which we rely. The Discipline of the school should vary with the age and circumstances of the pupils. The regimen suited to the Primary School is wholly unsuited to the High School, and that of the High School is not adapted to the University. There should all along be a wise adaptation of the means employed to the ever-changing circumstances of the case. As the pupil grows older, he should be brought to see the necessity and justice of what is required of him. He should more and more exercise self-control which is the essential characteristic of all true obedience. He should learn to obey, not because he must, but because he can thus best promote his own happiness and welfare and that of others; in short because he thus acts in accordance with the highest principles and best impules of his nature.

Thus *habit* and *right doing* mutually strengthen each other, and the good, faithful, obedient pupil becomes a good citizen, not the least of whose virtues is obedience to the laws.

According to the view which I have taken, the importance of thorough school discipline, based upon right principles and enforced by correct methods, can hardly be over-estimated.

That it is essential to the carrying on of the affairs of the school with economy of time and effort, admits of no question. It is equally true, though perhaps not equally obvious, that it should develop those personal qualities and strengthen those personal habits that are requisite to good citizenship.

As teachers, I fear we do not sufficiently keep this in view. The cares and duties and perplexities of each day so occupy our time and demand our attention, that we are satisfied with present results if they be at all what we desire. However important these may be in their bearing upon our present welfare and that of our pupils, these results which extend their influence through a life time, are vastly more important.

True philosophy no less than true philanthropy, would lead us to plan our work in view of its influence upon the whole life of our pupils.

Whether the discipline of our schools is universally such as to secure the ends I have set forth, let the wranglings and recriminations and complainings and occasional rebellions in our schools and institutions of learning, give answer. Let the wanton destruction of public and private property in the vicinity of almost every school-house, give answer.

If I need fortify my position by authority, I will quote Bishop Morris, of Oregon, who says that one cannot pay attention to the occurrences of the day in our schools and colleges, without being impressed by the conviction that there is a wide spread spirit of lawlessness and resistance to authority in them, that is fraught with evil for the future interests of society and the country.

Let teachers and parents and all in authority in school affairs insist, that, whatever else may be done or not done, there shall be thorough discipline in our schools, and that the "Reign of Law" shall prevail in the shool-room as well as throughout the vast domains of Nature.

PUNISHMENT.—Judge Dean, of Blair county, Penn., in the trial of a case of assault and battery, in which a school teacher was the defendant, made some remarks upon the subject of corporal punishment in schools, in which he said: "Any teacher who is so forgetful of the duties of his high calling, or the far-reaching consequences of his acts, as to maliciously or cruelly beat a pupil, should, without faltering or without hesitation on your part, be convicted of assault and battery. On the other hand, it is of the greatest moment that our teachers in our public schools be encouraged and sustained in every proper exercise of their authority. The very existence of these institutions depends on sustaining the teacher in his authority, when properly exercised, in the school-room. If the teacher is stripped of his authority to enforce attention or to prohibit disorder in the school-room, by unfounded or trivial prosecutions, the end of the system for good is very near at hand. Rebellion and contumacy on the part of the pupils will become chronic; the teacher, instead of training youth, will be engaged in a continual contest to maintain his authority."

A MAN must have a very bad opinion of himself, not to be willing to appear what he really is.

FRUIT will not fall into your mouth.

The Educational Value of the Geological Survey.

BY PROF. T. C. CHAMBERLAIN, OF BELOIT COLLEGE.

(Paper Read before the Wisconsin State Teachers' Association, July 16, 1874.)

The severest criticism, I apprehend, that has been passed upon our educational ideas and practices during the present century, is the sensation produced by the appearance of Dr. Clarke's little work on Sex in Education. That the statement of a few physiological facts, confessedly not new, in an educational relationship, and as having an educational bearing, should produce such an outburst, is a reflection upon professional educators that cannot be contemplated without a feeling of humiliation. That educational systems should have been planned, carried into execution, and perpetuated decade after decade; that supposed educational science should have its professors and professional treatises; that professional schools should be scattered here and there; that educational periodicals should flood the land; that educational conventions, associations and institutes should crowd the calender of the year, and that, on the other hand, physiological literature should have heaped itself up to mountain hights; and yet, that this little physiologico-educational treatise, bringing to bear facts which everybody should know, upon an educational question which everybody is discussing, should produce such a flutter and a flurry, is a fact not in any way complimentary to the method or the thoroughness of our study of educational problems. It provokes the question, Is our profession a science at all? Are we philosophers or mere empiricists? Have we any bottom principles or only surface formulas?

But what has this to do with "The Educational Value of the Geological Survey?" Directly, nothing. As an illustration, much every way.

The conditions which made it possible for Dr. Clarke to startle his hearers and readers were two fold; 1st, the lamentable want of physiological knowledge of most important functions; 2d, and chiefly, to

the absence of philosophical habit of *applying the knowledge that may be had to the questions that may be under discussion.* Dr. Clarke simply "put this and that together." It was not that he demonstrated anything, but that he taught one more item that the demonstration involved; a new line of thought—a new application of truth.

The Educational Value of our Geological Survey is similarly two fold; 1st, in supplying much needed knowledge upon important subjects, and 2d, in furnishing the means by which much of our instruction that is now theoretical may become practical; by which much that is now illustrated by a dim imagination of foreign fields may be vividly realized by a study of our own formations.

The knowledge which the geological survey is designed to supply is more extensive and varied than is popularly supposed, more indeed than is indicated by the term geological, used in its technical sense.

The chief objects of the survey are, to ascertain the nature of the rocky foundations upon which our State rests; to place before the public as full information as may be concerning its formations beneath us; to show what are their order, stratification, texture, and composition; to explain the method and conditions of their deposit and the changes that have subsequently taken place; to map out their surface arrangement and to estimate their position when buried beneath other formations; to make known their mineral contents, the uses to which they can and cannot be put, the hopes that may be fastened upon them and the hopes that they forbid; to examine the soils and subsoils; to investigate the peculiarities and resources of the drift deposits; to elucidate the phenomena of drainage and topography; in short, to study the sum total of our mineral resources.

In so doing comparison must be made with formations elsewhere and the leading facts of general geology must be set forth, and from being stated in connection with our own formations and as having special reference to them, they have, for us, their greatest educational value.

Much of detailed and special information aside from that already indicated, which could be obtained only with difficulty, if at all, elsewhere, is appropriate matter for the report of the survey. I refer to those facts that have value because of their connection with mineral deposits of economic value, as for example, the peculiarities, varieties, varying modes of occurrence of the iron ores and the methods by which they are utilized, the puzzling phenomena of the lead and zinc deposits, the wide distribution, yet scanty store of gold, the strange associations of silver, the remarkable deposits of copper, the timid appearance of the rarer metals, the history, processes and results of peat manufacture, the natural facilities, the improved processes, the lingering errors in the more common, though no less important industries, the manufacture of lime, brick, tile, pottery, porcelain, glass, and similar articles of common necessity. This technical knowledge is scattered through a wide range of literature and is variously associated with other topics, so as to be entirely beyond the reach of most of those who would inform themselves or teach others concerning these things. It is one of the objects of the survey to bring this information, so far as it relates to the resources of Wisconsin, within the reach of all.

But the work of the survey is not confined to that which is strictly geological. Its observations extend to the animal and vegetable kingdoms, especially in their agricultural relations. It is attempting to ascertain what relationship there exists between soil and native vegetation, and what modifications it is subject to. It is also striving to make some contributions to the great problems growing out of the conflict of animal and vegetable life. In short, it is trying to assist in laying a trustworthy foundation upon which an intelligent system of agriculture may be founded.

By thus originating, collecting, and diffusing knowledge of a substantial and wholesome kind, adapted to stimulate thought and direct industry, the work of the survey is not inconsiderable.

The need of such knowledge is great. Large numbers of the people of the State, scarcely know that there is any such science as geology, or that the earth has any definite structure, or that there are any laws or facts that can guide in the development of its resources. Hence foolish expenditure instead of intelligent proving; hence wild visions instead of prudent calculations; hence the despondency and demoralization consequent on shattered hopes instead of the firm confidence and fair profits of prudent industry. But with a general diffusion of knowledge that the earth's structure is governed by law and order, complicated or even seemingly traversed by disorder though it be, there will come a contented endeavor to develop the resources we have, rather than wildly pursue the shadowy children of our hopes or imagination.

But the survey is designed to furnish another and perhaps more important contribution to our educational facilities, in that it will furnish the means for rational instruction in the sciences it involves. Geology is essentially a science of observation and induction. But, in our study we have made it essentially a matter of memory and imagination. The very mention of geology carries us away in imagination to the Laurentian hills, the Appalachian mountains, or even across the mighty deep in a misty search for the "fundamental gneiss" or the "Bunter Sandstein." Geology has been to us a thing of the distant mountains or the dark interior depths of the earth, or if it meant somewhat more it could all be comprehended in one word—New York State. Our knowledge, and the instinctive direction of our thought being thus foreign, the natural result is that in addition to the misty vagueness of our ideas, they are devoid of practical tendencies. The earth on which we tread every day and geology are separate and distinct objects of thought. They are not divorced subjects, for the simple reason that matrimonial bonds never united them. This fatal error in our study and in our instruction, is not without some justification in its want of available knowledge of the geological structure of our own region. When this deficiency is removed by a complete report upon the geology of our State, this disassociation of ideas, that should not simply cohere, but inhere in each other, need no longer exist. The formations of Wisconsin are as well adapted to form the basis of instruction in geology, as those of New York. They are just as fundamental, just as typical, equally ancient and more symmetrical. Instruction based upon, or at least having continual reference to formations ever present beneath and around us, cannot fail to give a vividness and distinctness of ideas and a utilitarian inclination of thought that will be a great gain both in principle and results.

The same is true of those departments of the survey that are not strictly geological. We have now no trustworthy basis for generalization from the results of agriculture. Thousands of experiments are performed yearly all over the State, but under such differences of soil, drainage, climate, exposure, &c., that it is nearly or quite impossible to make a safe induction from them. Were maps of the soils, native vegetation, climate, drainage, topography, &c., with accompanying descriptions, statistics, and other data, placed in the hands of the student of agricultural science, the results of each year's cropping in the several parts of the State might be made to contribute to a science of agriculture, adapted to Wisconsin, because based upon the conditions that exist within it. As it now is, our Agricultural Colleges are without the means of giving that instruction which it is their province to furnish and which the rising generation of farmers so much need. While it is not the province of the survey to elaborate agricultural science, it is appropriate to it to furnish the data named.

Without trespassing further upon your time by dwelling more at length upon these points, or adducing new ones, I may close in a word of summary. By originating, collecting and disseminating

knowledge, the survey is a direct educator. By furnishing the means for a better class of instruction, it is a no less valuable contributor to education.

OUR READING.

BY J. B. PRADT.

(Paper prepared for the Association, 1874.)

The old saying of somebody—that if he had the making of the ballads of a people, he cared not who made their laws, must be changed—with the change of times. In the youth of nations, their ballads, or what was put in verse and circulated among the people by wandering minstrels, doubtless exerted a potent influence. But the youth of nations and the age of minstrels has gone. The world is grown old and wise, and wicked withal. In the so-called enlightened nations, it is not what men hear from the sweet lips of the poet, but what they read, from the sooty products of the press, that makes up those living, current embodiments of thought, which powerfully mould opinion and modify action. In this country, if not in some others, it may with more truth be said, that the Press controls Government than that Government controls the Press.

It is not an unimportant question, then, if we ask—What is the character of our reading? Is it in the aggregate, or in its prevailing forms, such as exerts a healthful and elevating influence?

We may get some light on this subject, as on most others, by comparison, and we may appropriately compare the present with the past. In a half century, the reading habits of our people have undergone a great change. I can distinctly recollect, what I observed around me, as a boy eight years of age, 50 years ago. My observation, though of course limited, was not altogether unintelligent, as I was very fond of reading what was to be had, and I find that my impressions are pretty well confirmed, by literary and statistical authorities, and that the transition to which I have alluded may be said to have begun about that time.

How was it, then, say in 1824, in a village, in the heart of New England, and exhibiting perhaps a fair average of the whole region? What did people read 50 years ago?

The immense products of the literature of the present century, had only begun to appear, that is to say, in this western hemisphere. Southey, Woodsworth and Coleridge, were already, indeed, brilliant stars in the English literary firmament; Scott had written nearly all of his poems, and his tales had begun to appear; Byron was also near his zenith; Macauley was a star just rising; but European fame was slower than now in crossing the Atlantic, and English authors, still slower in being reprinted here in piratical editions. As to American Literature, its germs were planted, and its first products had begun to come forth, but were not widely disseminated. Irving had made a name, by his Sketch Book, and his Tales of a Traveller were just published, that year. Dana, as editor of the North American Review, had done something, and Cooper had written the "Spy," and according to the same Review, laid the foundation of American Romance. Bryant had been recognized, by the same authority, as a genuine and original poet, and in 1825 began to contribute to the U. S. Literary Gazette, published in Boston.

In an article upon Bryant, in the last number of the International Review, Dr. Ray Palmer thus speaks of the period which preceded the rise of American literature:

"At a date quite within the memory of many now living, our country had nothing that could fairly be called a literature. As our ancestors brought with them not a little of the learning of the fatherland, and at once laid the foundation of educational institutions, there had been from the first a certain kind and amount of intellectual culture and a remarkable degree of intelligence among the people generally. Men eminent as thinkers and respectable for scholarship had made the American pulpit known and respected in other lands. In the legal and medical professions, among the educators in the colleges, and conspicuously in the ranks of statesmanship, there had been men

who had won and enjoyed a world-wide reputation. But in the department of belles-lettres, little or nothing had been produced that could claim and keep a place in the elegant literature of the world. It resulted necessarily from the condition of a newly settled country, that a class who could devote themselves to the production of works of taste and art should be something to be waited for till the foundations of society and institutions should have been well laid."

And in regard to the great change that then took place, (principally within the second quarter of the century), he says:

"So sudden and rapid have been the rise and growth of American literature, that it would be difficult for those who have but lately come upon the stage to conceive how strong was the desire, in the earlier years of the present century, that something worthy of that name might be produced, nor with what enthusiasm the stars that rose one after another till they formed the brilliant constellation on which we now are wont to look admiringly, were greeted as they appeared."

This applies of course to literary circles rather than to the people at large, and at the earlier period to which I allude, which was in the days of stage coaches, the fame of our young authors traveled slowly; and their productions more so. Notwithstanding our two conflicts with the mother country, we still read her literature rather than our own, and that too of the past rather than of the living present.

As an illustration:—of the books in the house, I remember, aside from my father's little collection of medical works, Cook's Voyages around the World, Gregory's Dictionary of the Arts and Sciences, (a tolerable sort of Encyclopedia,) Rollin's Ancient History, Tooke's Pantheon, Junius' Letters, Thomson's Seasons, Scott's Lady of the Lake and Lay of the Last Minstrel, and his Rob Roy, Johnson's Rasselas, Thaddeus of Warsaw, and some other books which I need not enumerate. But what is more to the point, there happened to be kept at that time, in my father's house, a small town library embracing a few standard histories, several biographies, travels and voyages, a set of Shakspeare, The Spectator, The Rambler, some of the writings of Swift and Sterne, and I think Cowper's and Thomson's poems, with a number of more miscellaneous and less valuable books. Of American books, Marshall's Life of Washington occupied the most conspicuous place, and with The Federalist, "Salamagundi," a collection of satirical papers, by Paulding and Irving, John Bull in America by Paulding, and Trumbull's McFingal and other satires, made up about all the American books at that time in the library, though the list was soon afterwards enlarged.

As to periodical literature, the show was, at that time, quite meager. The N. A. Review had achieved what has proved to be a permanent existence, though it has never yet reached any considerable circulation. Several Literary Magazines had appeared, since the Revolution, but nearly all died, in infancy or early childhood. I have spoken of one in Boston to which Bryant contributed about this time, but it went down. A Philadelphia Magazine maintained its existence from 1800 to 1825. At the time I speak of, that is 50 years ago, I should say that very few magazines of any kind came to our town. Two or three Boston papers were probably taken, but the bulk of the people saw no periodical literature, except the county newspaper. This was pretty widely circulated, and it was a notable event, when in obedience to the notice, (written successively on the margin of each one's paper), "Your turn next," the journey of 15 miles was made, to the county-seat, "to get the papers"—a notable event at least for the boys. Our county paper, and I think it was so generally, was edited with care and ability; its arrival and perusal was the literary event of the week, and divided interest with the parson's sermons. Editors performed their own work, without the aid of "patent insides," and had not reached the slang and slip-shod style of the present day. It may be said, I think with justice, that newspapers did a good deal at that time to elevate and guide public

sentiment, and to cultivate and purify public taste, which is more than can be said now I fear, of many of them.

It may be thought that people did not read much at this period; of the less educated classes, many of course, then as now, read very little. The Bible I should say was a good deal more read; also such books as The Pilgrim's Progress, Watt's Improvement of the Mind, Mason on Self Knowlege, Doddridge's Rise and Progress of Religion in the Soul, and Baxter's Saints' Rest. With the less strict sort of people, I remember that among the most popular books were the Arabian Nights Entertainments, and Robinson Crusoe; the Life of Baron Trenck, an Austrian Prisoner, and the Narrative of Jas. Riley, a captive among the Arabs. Another popular book was the Life of Stephen Burroughs, a noted scamp of the period; and I must confess, though it be to my discredit, that I found the latter class of books the most entertaining, with the exception of the Pilgrim's Progress.

The existence of our little town libraries, however, shows that the better class of people read also another sort of books. And there was considerable borrowing from each other. I remember the delight I had in getting Cooper's Spy in this way, and Irving's Sketch Book.

It was just about this time that literary papers and magazines began to have a more permanent existence. I remember as coming into the house, not long after this date, (1824,) a large weekly—*i. e.*, large for those days, called, I think, the Saturday Evening Post, and published in Philadelphia; also, a monthly from the same city of brotherly love, called the "Casket," and afterwards merged in Graham's Magazine. From this time periodical literature rapidly expanded.

In 1824, the number of periodicals published in the United States, estimating from the number reported in the census of 1830, was about 730. At the present time there are 7,300, an increase of ten fold, while our population has only quadrupled in fifty years.

We come here then to the recognition of the fact, that the newspaper, using that term in its broad sense, has become a leading and potent factor in the problem before us. And its potency is constantly increasing. From 1870 to 1874 the increase was from 5,871 to 7,339. Of this last number more than five-sevenths, namely, 5,554 are weeklies, 678 are dailies, and 744 monthlies. There has also been a large increase in the size and circulation of all sorts of periodicals, some of our dailies rivaling a bed-blanket in superficial area, and some of the weeklies, and these by no means the best—say the New York Ledger—have reached an issue of hundreds of thousands.

I shall not take the time of the Association to enter fully into the question of the influence of periodical literature, but we may profitably note some important points: Periodical literature is mostly fragmentary and miscellaneous; as a means of coming in contact with the living thought of the age, and knowing the progress of humanity, we need its instrumentality of course, and many would say I suppose that we especially need it to get the news. I am somewhat of the opinion, however, of a deaf lady whom I commiserated for her misfortune. She said it was not an unmitigated misfortune; that considering the staple of common talk, she heard enough as it was. I am of opinion that it would be no loss if a good deal of our periodical literature were cut off, especially, if we could eliminate what is worse than worthless. I will here quote a paragraph from Coleridge, and though he is speaking of habitual novel reading, his remarks apply to the excessive preponderance of periodical literature in our habitual reading; more especially as a good share of this literature consists of novels and stories. Coleridge says:—

"It cannot but be injurious to the human mind never to be called into effort; the habit of receiving pleasure without any exertion of thought, by the mere excitement of curiosity and sensibility, may be justly ranked among the worst effects of habitual novel reading. It is true that these short and unconnected sentences are easily and instantly understood: but

it is equally true, that wanting all the cement of thoughts as well as of style, all the connections, and (if you will forgive too trivial a metaphor) all the *hooks-and-eyes* of the memory, they are as easily forgotten: or rather, it is scarcely possible that they should be remembered. Nor is it less true, that those who confine their reading to such books dwarf their own faculties, and finally reduce their understandings to a deplorable imbecility. Like idle morning visitors, the brisk and breathless periods hurry in and hurry off in quick and profitless succession; each indeed for the moments of its stay prevents the pain of vacancy, while it indulges the love of sloth; but all together they leave the mistress of the house (the soul I mean) flat and exhausted, incapable of attending to her own concerns, and unfitted for the conversation of more rational guests."

It is not necessary to deny that the newspaper and magazine have their place, and an important place in the instrumentalities of the literary culture and intellectual intercourse of the world. They are among the great civilizing influences of modern times. But the best diet is not exclusively animal or vegetable; still less one made up of pastry and sweetmeats. What we need at this time, is a return in some measure to a more solid and substantial diet—that is more reading of books and less of periodicals, and so more systematic and continuous reading, and less capricious tasting of every thing. And not only do we want this change, but some provision for making it general and popular.

There are two feasible methods, among others, for bringing this about: one is free public libraries, and the other is school libraries. The former is of especial importance for our cities and larger towns, and is an instrumentality whose good effects in elevating a community, in throwing a wise and salutary restraint around the young, in lessening temptations to dissipation and folly, have never been adequately tested. But as teachers, we are more directly interested in school libraries. The school law of Wisconsin provides that each district may expend 50 dollars a year for a library, and if a large district, 75 dollars. That the law is nearly inoperative, is seen in the fact that for the whole State only 16,000 volumes are reported, valued at 16,000 dollars. This gives a little more than three volumes for each district, and 20 for each town. Many districts, however, and not a few towns, have no library. Less than a thousand dollars were expended during the last school year. Up to 1860, ten per cent. of the income of the school fund might be devoted to libraries, and in 1859, a tax of one-tenth of one mill on the dollar valuation for the same purpose was provided for, but the law was repealed the next year, and the ten per cent. ordered to be used again for ordinary school purposes.

Practically, therefore, our school library system has never been carried to any thing like successful and important results. Superintendent Draper, in 1858, made a most earnest effort to give the matter an impetus, and embodied in his report for that year an invaluable array of facts and opinions bearing upon the subject, but his commendable zeal produced no permanent effects.

Mr. Draper advocated the plan of town rather than district libraries, and this view was almost unanimously concurred in by a large number of educators within and without the State to whom he addressed a circular of inquiry. As he honored me by asking my opinion, I made the following reply, which I give as embodying my present views:

"Your Circular in regard to School Libraries is received, and I am truly glad you have taken the matter in hand. It has long seemed to me, that a principal defect in our management of school affairs, in this and other States, is a want of concentration of interest and effort. The little district or neighborhood Library, is a natural concomitant of the district school, and both are abortive. Town Libraries have almost everything to recommend them over the smaller Libraries now contemplated, and would readily connect themselves with the idea of a Union Central School, in each town, or other municipality. The two things would mutually help each other. The location of the Library is a matter of less

consequence, however, than its being called into efficient existence, and while it might properly be deposited in the central school-house, and thus stimulate and aid the larger pupils, and form an additional link between the people and the principal school in the town—where such school exists—it might of course be located in any other suitable place.

The divisions of a Library into sections, as you propose, might have advantages, and it would be well enough to permit this arrangement, if desired.

I am more in doubt about the matter of furnishing the books. In this, two things, it seems to me, are to be kept in view—the selection of good books, and the excitement of proper interest on the part of the people. Economy in the purchase of books should not be overlooked. Should the State send a Library to each town *free of all expense*, and without invoking any action on their part, it is to be feared that the boon would not be properly appreciated. People take far more interest and pride in what they have got up themselves, and will take better care of that which has cost them something, than of a gratuity.

I should say, therefore, that the best plan would be for the State to provide for the selection of a judicious list of books; that a catalogue should be sent to each town; that the offer should be made to furnish each town (within certain restrictions, according to the population, or pupils in the schools,) with an amount of books equal in value to the amount which they should elect to purchase themselves. It would be very easy to indicate in the catalogue, judicious selections of books worth, fifty, one hundred, or five hundred dollars, which would be sent to any town, agreeably to the prescribed rules, on receipt of *one-half the cost.*

It is to be presumed that in many towns this course would be preferred. If, however, any towns chose rather to select their own books wholly or in part, though they might not always select judiciously, they would at least be confined within the limits of an unexceptionable catalogue. By suitable arrangements with the best publishers, the best books could of course be obtained at a very moderate cost.

I trust you may be successful in awakening new interest in this important instrument of public instruction, and that your suggestions will have the weight which they ought to have with the Legislature. The suggestions which I have made, accord most nearly with the Upper Canadian Library system, which seems to me, on the whole, to be the most judicious of any which I have examined. You are undoubtedly familiar with the system."

The only thing peculiar to this reply to the Circular is the recommendation of some plan of furnishing the books like the Canadian. To inaugurate a library system with success, it will not do to count upon the actual existence of a desire for good books; this desire must be created, or drawn out. There is a prevalent notion that reading is a good thing, but unfortunately the existing taste is too often satisfied with a very meagre and unwholesome diet. By a little adroit appeal to cupidity, or that notion of economy, which is powerful in the American breast, it would be possible, if the thing were taken up in earnest, to get good books into the hands of the people.

There are enough intelligent persons in almost every town who would aid in the matter, and the books, once introduced, would by degrees, with judicious oversight and influence by school authorities and teachers, work their way into the regards of the people, old and young. I do not know of any thing so much needed, to fill and round out our educational agencies and educational work, as some effective popular library system.

There can be no doubt that it should be a town system. If we but had the town system of schools the way would be clear; as it is, I should say, that if the offer of books were made, it would be wise so to discriminate as to make it an object for the towns to adopt the town system. At all events, let the town be the unit for operations, and such arrangements made as would give all the school districts ready access to all the books. It

would be premature to go into details; it is enough to say that they should be shaped with much care.

But is any thing of this kind practicable? This is but another way of asking if people are capable of appreciating the difference between a poor thing and a good one; between mental poverty and riches; between the hotch-potch of mere newspaper reading, and good solid literature. Of course popular taste in this as in other things can be developed only by patient and persistent effort. What it wants first is the right kind of effort from the right kind of men, and some judicious, stimulative legislation. That something of this sort is necessary, is seen in the fact that our library system has hitherto been comparatively inoperative, and in the further fact that although a law was passed in 1868, authorizing town libraries, the permission seems to have been as little used as that for adopting a town system of schools.

That such a plan would work is seen in its success in Canada, and it is mentioned in the papers that four hundred libraries have lately sprung into existence in New Jersey, in consequence of a law recently passed granting twenty dollars for the purchase of books to any school raising an equal amount.

As a further encouragement, it would be easy to show, by illustrative examples, that a good library may become an educating and elevating influence, through a whole community, of a most marked character.

"Books and a public library," says one, "will make readers. Where there are books in a house, you might as well try to keep a bright child from them, as to keep the roots of a willow tree from running to the water. The best mind of youth is drawn irresistably to literature. And a library is a kindling place. It has sometimes awakened genius.

"When the Duke of Argyle happened to find his young gardener, Stone, afterwards so celebrated as a mathematician, reading Newton's Principia, in Latin, he, in amazement enquired, how he had made such acquisitions? The gardener boy replied, "A servant taught me to read," and then innocently asked, "does one need to know anything more to learn everything else?" Goethe's peculiar genius, it is said, was called forth to life by hearing the Vicar of Wakefield read by a fellow student; and Gibbon was drawn to the study of history, by reading the historical books in his grandfather's library. Patrick Henry, the unrivalled orator of freedom, is thought by his accomplished biographer, to have had his love of liberty inspired, and his dormant faculties quickened, by the grandeur of the Roman character, the vivid descriptions and eloquent harangues, so beautifully and strikingly set before him in Livy, his favorite author."

In conclusion, I would only add, that the Association might do something by the appointment of a suitable committee, not merely to make a report on the subject, in the course of an hour or two, which, after being solemnly adopted, should be allowed to slumber in peace, but to carefully and thoroughly investigate the subject, and report when ready, and then by seeking such legislation as should seem to be advisable.

WISCONSIN AS THE GEOGRAPHICAL UNIT.

BY ALEX. F. NORTH, PEWAUKEE.

In many schools much time is laboriously expended in memorizing the statistics in regard to area, population, &c., with very barren results, as a few questions in regard to the *comparative* area, population, &c., of different countries very soon make manifest. Although almost every child will answer readily that Texas is the largest State in the Union and Rhode Island the smallest, not one in forty makes any near approach to the relative areas of Rhode Island and Wisconsin. In answer to the question, the general reply is that Wisconsin is about four times as large as Rhode Island, some will timidly say ten times as large, but in putting the question to fifty different schools I do not think I ever once got an approach to the true relative magnitudes.

Absolute exactness, even if desirable, is not attainable in geographical knowledge; but if the science is worth studying at all, there should be some approximation, and in my own practice I have endeavored to secure it in this wise, making Wisconsin the unit.

After ascertaining that the scholars have a good conception of the extent of a mile square, by referring them to roads lying on contiguous section lines, and requiring them to find out how many steps they would have to take to walk around it and how long it would take them to do so, and proceeding from the section to the township and from the township to the county (Waukesha) we find that it contains 576 such sections or square miles.

If our county contained one township less its area would be 540 square miles. Now one hundred such counties would equal the area of the State (54,000), and 1,000 such States would equal the land area of the globe; that is, Wisconsin is approximately one-fourthousandth part of the earth's area. The States of the Union that are of about the same area (say between 50,000 and 60,000 sq. miles,) are Alabama, Arkansas, Florida, Georgia, Illinois, Iowa, Michigan, North Carolina and Wisconsin. England has a little less area than Wisconsin. Scotland and Ireland together a little larger. The area of Wisconsin is only a little less than the two great lakes, Superior and Michigan, that bound her on the north and east. Other comparisons of area will readily suggest themselves.

The population of Wisconsin is 1,054,000, which it will be observed, is one million with one additional person for every square mile, and this again is about one-thousandth part of the population of the globe. This gives an average of about 20 persons to the square mile, which again is not far from the average ratio of population of the globe. It is only one-twentieth that of Belgium and one-twelfth that of the British Islands, and about twice the average of the whole of the United States.

The *position* of *Wisconsin* is also remarkable, its central latitude being nearly 45°, half way between the equator and the pole and its central longitude 90° half way between Greenwich and its opposite meridian.

The representative character of population illustrating the various languages and nationalities—its various forms of government from the autocracy of the family to the democracy of the town meeting, gives to the teacher a most excellent opportunity to make the knowledge of his pupils *real;* and by dwelling upon the facts above stated until they are thoroughly understood and memorized affords a most excellent unit by which to measure the relative importance of other portions of the world.

Having incidentally mentioned these facts to a few teachers, at their request I send them to you for publication in the JOURNAL.

EXPLANATIONS IN ARITHMETIC.

H. F. Harrington, Superintendent of the Public Schools of New Bedford, Mass., and who is said to be one of the most efficient school officers in New England, says in a late report:

While thus engaged, my attention was arrested, as never before, by the character of the recitations in Arithmetic. I found that more than half the time of those recitations was spent in explanations of the abstract theory of numbers, and of the processes by which the arithmetical work is to be performed; and in efforts to make the scholars understand them. This is in strict accordance with the requisites of the Manual, which, following the lead of public opinion, enjoins it on the teachers to train scholars so that they may be able to give an intelligent explanation of all the work they do. Then I was led to make inquiries how far these elaborated and constantly reiter ated explanations of processes were of advantage; how many remembered them, giving evidence that they had sunk into thir minds and been added to their stores of intelligence. And from the united grammar corps of teachers, with scarce an exception, came the emphatic response that such instruction is a waste of time; that the philosophy of the processes of

arithmetical work is almost invariably beyond the capacities of the scholars at the time when those processes are necessary for their practice and advancement. For no matter how thoroughly it may be explained, it is speedily forgotten by the great majority.

I subsequently made careful tests of the truth of these statements, and was surprised to find in what an intellectual muddle many of our scholars exhibited themselves to be on the points in question, even those in the high school. And I discovered this fact also, the importance of which was not lost upon me, that the most were not able to work out on their slates, promptly and correctly, the problems which might be given to them. Then I reflected that since this slate work—this practical evidence that their minds can readily grasp the conditions of a problem, and have learned to apply processes rapidly and correctly to its solution—is, after all, the chief source of the good to be derived from the study of Arithmetic, whether as regards mental discipline, ability to put the faculties down to hard, methodical, thorough work, or the practical uses of the study in after life, it would be far better that the effort wasted upon the explanation of processes should cease, and the time thus gained be divided between an increased amount of good faithful slate work and the studies that are now clamoring for due attention.

Then I sought information as to the state of things in this connection in other communities, and learned that in other high schools, even where the systems of instruction maintain the best reputation, it is found, just as it has been demonstrated in our own, that the majority of scholars do not profit by the explanations which are elaborated at such an expense of effort and time in the grammar schools; that they retain no clear, intelligent memory of them. The companion fact in relation to the slate work, which has been noticed in connection with our own high school, was fully parallelled in these others. For I was told that sufficient slate work to make the scholar ready, accurate, and trustworthy in the practical application of the study, had been sacrificed in this abortive attempt to teach them philosophy; and so neither was successful.

Pursuing my investigations still further, I learned to my surprise that in Prussia, where the schools are strictly regulated by the Government, the teachers of the elementary schools are forbidden to give any instruction in the theory of numbers and the philosophy of the process of work; it being declared that slate work, that is, the practical application of processes to problems, is the method of most advantage to the scholars in every sense, and the only method for which time can be spared.

WRITTEN EXCUSES.

Our attention was directed to this subject recently by the remark of a teacher. The remark was called forth in a manner similar to this: A young lad, late at school, was asked for his "note" of excuse. He replied that he did not think it was late, and for this reason he did not ask for a note on leaving home, but would bring one at noon. The teacher, rather indignant at the simplicity of manner, and modest reply of the pupil, said: "You should have a *supply* of 'excuses,' 'notes,' on hand, and then, whenever you are late, you can present one."

The pupil had not evidently been long under the tuition of that teacher, or he would have been prepared for such an emergency.

Written excuses are good in their place, but let them come from the parent or guardian, and explain the cause of the pupils absence or contain a statement that the child was necessarily detained. When these "excuses" are degraded to the mere formal work of keeping the teacher's report free from "tardy marks," the requirement of them had better be abandoned at once.

If it is not a distinct part of the teacher's work—it is, at least, *a duty* to teach the pupil both by precept and example, to be honest and truthful, but if the teacher encourages the pupil to keep on hand a supply of these "notes," and accepts them on any, and all occasions, he at

once teaches them to practice deception, to impose on both parent and teacher, and as a reward of merit for his success therein, he gives him a perfect record for prompt attendance.

This may be a smooth and pleasant path for the teacher, but what of the effect on the *morals* of the school?—*Penn. Sch. Journal.*

A Few Hints about methodical work:

1. Map out in your thought a thorough plan for each day's work. A well digested programme of exercises will be invaluable in this respect.

2. Make yourselves thoroughly familiar with the topics to be presented and studied each day, and their order, so that the mind may accommodate itself to the change of exercises.

3. Exemplify each day in your work the great value of the motto, "A time for everything and everything in its time;" never permitting one recitation or exercise to trespass upon the time of another.

4. Remember there are five days in a week and four weeks in a month, and that it is impossible to do in one month what in the nature of things will require three.

5. Cultivate the habit of finishing a task within a prescribed time, and require the same of your pupils.

6. Never attempt to supplement or patch a recitation.—*Chicago Teacher.*

FEMALE EDUCATION.

The question of sex in education has been confused by a double issue. Two things entirely separate have been treated as one, viz., whether women should pursue the same studies as men, and whether they should pursue them in company with men. Without conceding the affirmative of the first, we do not see that its concession carries with it the granting of the second. It is simply absurd to say that the education of women cannot be made equal to that of men unless the two sexes shall study in the same colleges and schools. And we beg its advocates to take note that it is a virtual admission of feminine inequality to require it. It assumes that women either cannot or else will not reach the same standard without having masculine competition to stimulate them.

We know it may be said that the sexes will mutually aid each other, but does not this concede the very point at issue? They can mutually aid each other only because of innate differences of mental and moral organization. Regarded as individuals naturally equal, ten boys and ten girls are no more likely to be a mutual help, than twenty boys by themselves or twenty girls. It becomes, on the theory of natural equality, merely a question of numbers. And if this mutual aid were, as is said, equal, why do not men as much desire female aid as women do that of men? The fact is, that when the point of natural divergence is reached, men have always felt that they can do better alone. After this point the feminine tendencies always impede them. We admit exceptions, just as we admit that here and there a woman will lift heavier weights or carry bigger burdens than the average man; but that only shows the prevalence of the rule. It is absurd to say that it is man's tyranny; because the interests of the race would long ago have triumphed over this, if the natural disposition had not been wanting. The true point is that each sex turns to the branches of education which it desires to use. The monopoly of employments has grown out of choice, not out of oppression and restraint.

The notion of co-equal education has grown, we contend, out of the idea, on the part of certain theorists, of trying to force their theory. If there is anything in it whatever, the education will take care of itself. Identity of results will quickly work backward. When women desire to lead the same life as men in all things and in all ways, when they appear as simply weaker or stronger men, as the individual case may be, or when men are simply more or less masculine women, the doors of the school and the university will open indifferently to either.

We regard the attempt as simply a scheme to make that seem to be which

really is not. It is the claim of a restless few to obtain recognition of a right which when granted they will be the first to throw away. There is a certain imitative emulation on the part of ambitious young girls of the ways of men. They like to row a little, to ride a little, to have secret societies in their boarding-schools on the model of college clubs. But these are mere dilettante fancies. We are satisfied that women do not (and would not) care for the same education as men, and this for the plain reason that they could not have it if they would. The best part of every education is that which each one makes for himself after school and college training is over. The best educated men are in more than half the cases, not those who have had the greatest advantages, but who have overcome the most hindrances. If woman desires to become the rival of man in study, let her. The way is open enough without entering a university of men. That which holds her back is not want of fair play, but her own conviction that something else is better for her. She need not be petted and flattered out of it, and if she is, it is because she for good reasons prefers to be.—*The Churchman.*

ANCIENT LIBRARIES.

A paper upon ancient libraries, in the *Edinburg Review*, says: "The question as to the number of books contained in the ancient collections has been much discussed, but with results very little satisfactory. The statements as to the number of volumes in the Ptolemæan Library at Alexandria, are very various, ranging from 100,000, at which it is rated by Eusebius, to 700,000, at which it is fixed by Aulus Gellius. Seneca gives the intermediate number, 400,000. The library of Attalus, king of Pergamos, is said by Plutarch to have contained 200,000 volumes. All these statement, however, are of a date long posterior to the time which they regard. Of the libraries of Greece and Rome, hardly anything in the way of contemporary enumeration is preserved. For the former, indeed, there is absolutely nothing on which to found a judgment. Of the latter, there are but two—both private collections—the number of which is recorded; the first, that of Tyrannion—a contemporary of Cicero, and mentioned by him in one of his book-hunting letters to his brother Quintius—which, on the perhaps questionable authority of Suidas, is said to have consisted of 30,000 volumes; the other, that of Serenus Sammonicus, already referred to, of 62,000. . . . The learned reader need not be reminded how wide is the difference between the ancient *volumen*, or roll, and the 'volume' of the modern book-trade, and how much smaller the amount of literary matter which the former may represent. Any single 'book' or 'part' of a treatise would anciently have been called *volumen*, and would reckon as such in the enumeration of a collection of books. The 'Iliad' of Homer, which is a modern library may form but a single volume, would have counted as twenty-four *volumina* at Alexandria. We read of authors leaving behind them works reckoned, not by volumes or tens of volumes, but by hundreds. The works of Epicurus, as enumerated with their titles by Diogenes Laertius, amount to 300 volumes. Varro reckons his own works at no less a sum than 490 volumes; and the works of Chrysippus, Epicurus's well-known rival, are said to have reached the incredible total of more than 700 volumes! It is curious—we dare not say significant—that of the numerous works of these singularly prolific writers hardly anything has come down to our day, with the exception of Varro's treatise 'De Re Rustica' and the Herculanean fragments of Epicurus; so that we are unable to speak from positive knowledge of the extent of their so-called *volumina*. But their number itself suggests the inference that they must have been very short; and the actual specimens of *volumina* discovered at Herculaneum fully justify the conclusion. Hence it will at once be understood that whereas a single modern volume might easily contain ten, or even more, ancient *volumina*, the very largest assemblage of *volumina* assigned as the total of the greatest of the ancient collections would fall far short, in its real liter-

ary contents, of the second-rate, or even third-rate, collections of the present day."

SCHOOL SUPERVISIONS.

Before I tried to fill the position of Superintendent, I thought I knew a great deal more about it than I now do. I was in the condition of very many of my fellow teachers who have not tried it, and who think it a very nice, easy kind of place, a certain goal to be attained as a harbor of rest. But two years' experience in the office has swept away these false notions. I have found that there are certain settled general principles which underlie this whole matter of supervision; that there is a science in this as there is in education. It has not been written in books, but it will be worked out in the experience of men who are now living. I think that it will finally be recognized that a Superintendent in large cities should be the teacher of the subordinate principals and teachers, who have the care of the schools. He will have to do the thinking part of the work, and look to the teachers to attend to the details under his general supervision. I know of but one place in Ohio where this is attempted. The city of Cleveland is trying to place herself in such a position.

Take a small city of ten or twelve thousand inhabitants. What does the Superintendent have to do? He has to think out what the board should do, and see that it is done. He has to provide for the selection of teachers, and to see that they are normally instructed, spending the greater portion of his time in the work. I claim that it is not enough that I lay out the work for my teachers and demand that it be done, but it is my duty to become their normal instructor; to meet them from time to time, and show them not only what to do, but how to do it. It seems to me if we put teachers to work in this way, we may get good schools by every method. The methods in this State are about as varied as the minds of men, and these are about as varied as their countenances. What is needed is to adopt some system as a basis, and then see that teachers work parallel with each other and that they do not run across each other's paths.

The next aim of a Superintendent should be to look to the quality of the force he directs, and this is the most difficult thing he has to do. He is compelled to have teachers who have not learned how to teach. If he has charge of the schools of a small town near a large city that has the means of securing teachers of experience, he is compelled to see his teachers who have had a year or two of experience and training under him, pass out of his schools, and he has to begin the work of training anew. My own limited experience teaches me that there should be some provision, as normal schools, to supply this defect, though there seems to be a very poor showing to accomplish it, since many believe that it is contrary to the law of the state to divert school money to the education of teachers. Many members of boards of education can not see far enough ahead to understand how it is that, to educate the children, we must educate the teachers. Until this is done Superintendents, especially in small towns, must undertake the work of normal instruction in a practical manner. The great problems in educational science lie beyond the reach of most superintendents because of the necessity of providing each day for the needs of the schools as they arise. That work must be done chiefly by men who have more leisure to do it than we have, and who have broader grounds to look over.

The people demand of all of us that we shall use the force which they have placed in our hands, so as to produce the greatest good, and that we shall not waste their money. We are often tempted to set ourselves right athwart the current of public opinion, to shut our ears to what men outside our profession may say—men who do not know anything of education, except what they have heard and learned in schools. But there is a great deal of hard common sense on almost every question possessed by the American people. A kind of general impression prevails on almost all subjects, and

if you will observe carefully you will find it is generally based upon the truth. Many superintendents and teachers could have averted a great deal of damage to the cause of education in the towns where they have been employed, had they heeded this common sense view taken by the people.

A superintendent should be a man of some policy; he should know how to meet a man on the right side, and not to get on the side upon which the quills stick out. He should always be ready to listen respectfully to a man's opinions, given in a respectful manner. He should be willing to hear all parties and all sides of a question, and then should advance his own individual opinion in such a way as not to make himself offensive.

Again, it is the duty of superintendents to make themselves felt among the people in educational matters. They should be the center of educational ideas in their committees, and should give tone to the community on that subject; and this can be done without much trouble. It is their duty to create public opinion if there be none on this subject. The superintendent must also contribute from his experience from time to time for the benefit of those who are younger in the profession; to patronize well the meetings of teachers for self-improvement; to see that educational intelligence is circulated in the shape of educational magazines and journals among teachers, and must give attention to all those minor details which come in and which may appear to be of no great importance, but which, nevertheless, constitute the bone and sinew of the superintendent.

The question of the relation which should exist between superintendents and their subordinate teachers, is one of extreme delicacy. It is one to which there are two sides, and there always will be, until this science of education is reduced to the condition of pure mathematics. How often have we seen in our experience a young principal forced into a line of action by a superintendent whose will was strong, who saw things clearly in his own light, and who had a sort of enthusiasm, such as characterizes certain people, which tends to force everybody to do as we do, to think as we think, to act in the same line in which we act, and who had not enough of breadth of view to see that there is more than one or two ways of doing the same thing. How many young persons have been wrecked as teachers; have been forced out of school, simply because it was impossible for them to take the same length of step that was required to keep in the line with others. This is a matter in which I think superintendents should exercise great caution. I have seen persons utterly fail to teach school at all, when required to do it in a way dictated to them, who, when left alone to work in their sort of unconscious way, produced the desired results. —Supt. U. T. CURRAN, of Sandusky, in *National Teacher.*

GRAMMAR.—Clear and concise answers to the following interrogatories are needed:

"1. What, in the English language, is the grammatical property termed *mood*, and what are its general functions?

2. In what does the *indicative* mood consist, and what is its specific function?

3. In what does the *potential* mood consist, and what is its specific function?

4. In what does the *subjunctive* mood consist, and what is its specific function?

5. In what does the *imperative* mood consist, and what is its specific function?

6. What are the specific functions of the *participal* forms of the verb?

7. What are the specific functions of the *infinitive* form of the verb?

Let the answers to the foregoing be strictly to the point, and accompanied by illustrative examples."—*Educationist.*

LOVE OF KNOWLEDGE.—A desire of knowledge is the natural feeling of mankind; and every human being, whose mind is not debauched, will be willing to give all that he has to get knowledge. —*Johnson.*

THERE are not good things enough in life to indemnify us for the neglect of a single duty.—*Swetchine.*

COUNTY HIGH SCHOOLS.

[We give an extract from a report by Prof. A. F. NIGHTINGALE, of Omaha, before the Nebraska State Teachers' Association, last December, which is, we think, both timely and instructive. We would only add that these county schools should be feeders of Normal Schools as well as the University.—EDS.]

I intimated in the early part of this article that I favored the establishment of county High Schools. Let me advert to that for a moment. I do not presume the present population of Nebraska will admit of the universal application of this idea, or even its immediate application to any considerable extent, but that does uot affect the practicability of their establishment as soon as the population will allow. If a public opinion could be secured in the State for their adoption, the advantages of such a system would be manifold. It would introduce higher education into every county, and this would have its reflex influence in bettering the condition of the common schools in every town, by inipiring the Principals of these schools with a spirit of emulation to send the greatest number of pupils, and those the best qualified, into the High School of their county.

Again, the existence of such an institution in every county, with its Principal and assistants of University culture, would materially increase the appreciation of liberal learning among the people, which fact would in turn multiply the number of pupils who would be ambitious for such an education. Thereby it would cheapen education by saving much expense of travel and loss of time, which pupils obtaining their preparatory instruction at a distance are now subjected to. This would also directly affect the number of pupils, as the expense now necessary is an impassable barrier to many young persons of limited means.

Fourthly, such a system could not fail to largely increase the number of students who would thirst for a university education. First, because a High School course of study tends to impress upon the minds of the pupils the importance of a higher education, and to enlarge his views of true scholarship; and secondly, because the Faculties of such schools, actuated by motives both selfish and unselfish, would use their utmost endeavors to inspire their pupils with a determination to be University scholars.

Let the Omaha High School educate, free of expense, all the pupils of Douglas county who are prepared to enter upon its curriculum. Let the Lincoln High School do the same for the pupils of Lancaster county, the Nebraska City High School, the pupils of Otoe County, Brownville, those of Nemaha County, and so on. Let the Legislature pass a law requiring every county of a certain number of inhabitants to establish a High School with a definite course of study, the latter to be fixed by a State Board of Education, to consist of the State Superintendent of Public Instruction, the Chancellor of the University, one City Superintendent of Public Instruction, and two others to be elected by the State Teachers' Association, which Board shall also have other duties whieh it is not my province now to enumerate. I plead for the establishment of county High Schools in behalf of the common schools, whose importance would be enhanced thereby. I plead for them in behalf of a multitude of intelligent boys and girls who would grasp the golden opportunities of study were its attractions nearer home and its privileges less expensive. I plead for them, especially in this State, in behalf of the churches, who would not be tempted to squander their money by the establishment of those "abnormal institutions called colleges," so many of which now curse the educational field, whose exchequers are empty, whose friends are few, and whose charter members groan beneath a burden which spoils their religion and weakens the influence of the whole church. I plead for them lastly for the sake of the State University, whose Faculty of learned men ought to be saved from the illegitimate work of elementary instruction, and all of whose time, and talent, and thought, and ambi-

tion ought to be concentrated upon genuine University culture.

The expense incurred by the State in sustaining a Preparatory Department ought to be given to the University itself, and the students of such a department should be scattered among the High Schools in the vicinity of their homes, to multiply the pupils and increase the efficiency of such schools and make them what they ought to be,—the truly legitimate feeders of the State University. I cannot see how the Lincoln High School can rise to a position of dignity in numbers and strength, if the University supports a parallel course of study; and not only the Lincoln High School, but all the High Schools of the State must necessarily be affected thereby.

That the University may be saved the mortification of being called a first class High School, it must prune itself of everything but true University work. Then, and then alone, can it rise to a position which we all crave for it; when it will be recognized as the crown and glory of the educational system of the State.

That there may be not only a theoretical, but an actual, vital connection between the High Schools and the State University of Nebraska, I would propose the selection of a committee, who shall be instructed to prepare such a course of study for the High Schools as will prepare students, first, for the Freshman Class, and secondly, for the Junior Class of the State University. And since this comes within the scope of my duty today, I will briefly suggest a plan for the consideration of this Association:

First, a course of study that shall give students an opportunity to prepare for the Freshman Class of the University.

In suggesting such a course, I shall enter upon no arguments for classical culture, but shall assume that a majority of students will wish at least to taste of that manna that has stood the test of centuries, and which cannot be disproven to be the best food for the highest intellectual development. I would have this course cover three years of study; each year to be divided into three terms, and each term to have three leading studies, supplemented by certain miscellaneous work, such as physical culture, vocal culture, elocutionary drill, essay writing, &c. The work of this course would therefore have twenty-seven sub-divisions. Nine of these should be devoted to Latin, eight to Greek, three to Algebra, two to Geometry, and the other *five* to History, Physical Geography, elementary Rhetoric, and elementary science. I have presented a course of three years because I believe our State Universities should not commence their work any lower down than where such a course leaves off. In a letter written me a few days since, President Folwell of the University of Minnesota says: "How to organize and develop our secondary schools, I consider the most serious question now confronting us. We are overrun with small colleges, all wanting to be Universities. Fitting schools are scarce and poor, and will continue to be until the secondary education is recognized as a distinct epoch of schooling, and its dignity and importance duly appreciated." These are strong words coming from a University that sent its first graduating class into the world only last summer.

What though the tendency of such a course would be to decimate the pupils of a State University and make them few; better a few made of the right kind of stuff, than a multitude of weaklings who ought to be in the first or second year of a High School course. Our State Universities cannot afford to have the end of their courses of study what the beginning ought to be, nor the beginning what a High School course should accomplish. But I cannot believe that such would be the tendency. On the contrary, I sincerely believe that it would increase, rapidly increase, the number of students who would enter such Universities, because they would appreciate their worth. They would realize, through the discipline of preparatory work, that their education had just commenced, and they would be proud of an institution, which,

standing upon the broad foundations of State support, would lift its towers so far above all those petty colleges, which, sustained by private enterprise, must have a long catalogue of names or die of starvation.

But secondly, I would have our High Schools also sustain a course of study that shall prepare pupils for at least the Junior Classes of the University. In this State the times may not be ripe for such a step, and I am aware that the mention of it may excite opposition, but we cannot mistake the signs of the times.

The whole tendency of secondary High School education in this country is to elevate the standard of our Universities, and make them to a certain extent post-collegiate institutions. They should be feeders to the State Universities, but they must not debar a great number of young men and women who cannot be induced to take the time, or who cannot afford the expense which a full University course demands, from pursuing their studies beyond a mere preparatory course, when they cannot be persuaded and are anxious to continue their schooling one or two years longer in the vicinity of their homes, where parents can afford to educate them, without a burdensome tax upon their limited treasuries. This is the plan adopted in the Gymnasium and Real Schulen of Germany, to which our educators are turning for those excellencies, which, transplanted into the United States, will make our High Schools the pride of the world. With Prussian defects avoided, and Prussian excellencies copied, our schools, under a government as free as the air we breathe, must advance towards perfection.

TRAINING SCHOOLS.—Mr. Philbrick, the Boston Superintendent of Public Schools, in an address upon the necessity of training teachers, lately proposed to furnish, by means of institutions especially organized for this especial purpose, a short course of purely professional pedagogical training. In these institutions the theory and practicing of teaching could be taught, and in the review of the elementary branches, in connection with practical illustrations of the opportunities of teaching them, the benefit to the schools would be almost beyond calculation. This could be done at a comparatively moderate expense which Massachusetts could well afford to incur. The following is a rough estimate of the expense of carrying out this plan: "We have supposed the average period of service of the graduates of our normal schools to be five years. That is too high for the other 7,000, and we will put it at 3½ years, and then to furnish the requisite supply of candidates for all the schools it would be necessary to train 2,000 a year. Our normal schools turn out 400 graduates a year, but one of the schools proposed could be carried on for a less sum than a State Normal School, because the pupils could be taught in larger classes; and I put it at $10,000, and the annual expense would amount to $50,000—a sum ridiculously small compared with the benefits that would accrue."

TEACHERS MUST IMPROVE.

Eds. Journal of Education:—I have been a subscriber and a reader of the JOURNAL for some years, and must say I am the benefitted party by so being. I think its sound common sense tone and contents will compare with any such journal existing.

Yes, our JOURNAL must not be considered a trifling, but a mighty and powerful auxiliary to the edification of the cause in which it is engaged. Through its columns we receive, from hints and suggestions, a benefit which cannot be derived from any source, excepting the fountain head of knowledge and experience. The talent and wisdom of a nation are not exactly that, but it is an approximation near enough to satisfy the masses. Be that as it may, I earnestly hope that *that* power may be exerted to sustain the present standard of our system, and be ever on the alert for its advancement. We are aware, that in order to do justice to our country, and the cause of education, we

must look with pride and admiration upon the effects of our educational institutions. But as Americans, we inherit that fiery ambition characteristic of our nation, that keeps our index finger continually pointing to Excelsior, which enables us to discern the way we can arrive at a higher degree of perfection, and to discover and erase our defects. As we have already admitted that there is praise due for the good that has been done, we are too truthful to deny and not afraid to admit that there is room for improvement. The real motives of our system are not objectionable, could it work up the raw material fast enough to supply the demand; but we have seen by actual figures that such is not the case; and as long as the deficiency is filled with unqualified persons, so long will there be a clog in the progress to success. If there could be devised a more rigid theory, by which to test the natural ability of would-be teachers, the benefit would not be small. For, although we are sorry to admit it, a goodly number of us are only *certificate holders* instead of *teachers*. The fact that we must improve is self-evident. We can comprehend that the noble and energetic will keep moving; such are those that are going to fill positions of honor and trust, and are the ones that are worthy of them. They that have not the ambition to prompt them to make the necessary improvement must fall in the rear. If the present does not expel us, the future will, for the front is pressing onward and upward, and we have our choice to move with the mass or retire in disgrace. Ignorance will not much longer be tolerated in our profession, or any other, for the public is not going to be imposed upon when it offers ample means for furnishing the necessary reqirements. Now as a friendly appeal to my fellow laborers, I would say, let us review ourselves and see wherein we are weak. Let us strive to make every day an improvement on the last; instead of being opaque, we can be illuminating and reflecting bodies, so that those under our charge may not be chilled and discouraged by our dark and dull appearance, but, shining with the ardor and zeal of true instructors, inspire all around us, with high and lofty motives. The appellation of profession has been denied us; can we not, (nettled by the indignity) by our personal exertions prove the accusation false? Let us form a league within ourselves, promising to give the full force of our mental and physical powers to the edification of this world ennobling and national supporting cause.

A VERNON COUNTY TEACHER.

SPELLING.

Teachers seem to be pretty well agreed on two points with reference to teaching spelling. First, that it is acquired chiefly by the *eye;* and, secondly, and naturally following from this, that an injury is done whenever a pupil *sees* a word spelled incorrectly. The same principle holds, of course, in oral spelling. *Hearing* a word spelled wrong is only a less evil, because the impression upon the *ear* is less permanent than that upon the *eye*.

Now, how can we, to the greatest extent, avoid incorrect spelling in our recitations? In oral spelling, the pupils hear a difficult word spelled wrong three, four, or a half dozen times, and right once. Which will make the most lasting impression, especially when the pupil can see no *reason* why one is wrong and the other right? The same may be said of written spelling from memory. If he spells it wrong, and then corrects it, the eye—so far as that lesson goes—is as much accustomed to the wrong as to the right. But how can this liability be avoided?

Suppose that we give up oral spelling from *memory* entirely, and let the pupil spell with the words before him. This will require him to *look* at the printed words as a whole, and to see and hear the letters and syllables in their due order. Then let him write the words, not from memory, but from the book. This will keep his eye still longer upon the printed word, and show him how it looks when written.—*The Mass. Teacher.*

THERE are 95 lady students in the University of Michigan.

VISITING SCHOOLS.

The law makes it the *express duty* of committees and trustees [school boards] to visit the schools often. Without personal visits to the schools, the committee can know nothing about the teacher's capacity to impart information, or about his method of instruction and government, neither can they know the state of the register and the general conduct of the scholars.

Visiting the schools also has the effect of encouraging the teacher in the performance of his duties; and if the teacher is visited and treated with proper respect by the committee, trustees and parents, it materially aids to secure to him respectful treatment from the scholars, and enables him to govern his school and preserve order with ease, and without resorting to corporal punishment.

But the greatest influence is on the pupils themselves. School is now considered by many of them as a place of punishment. But if their parents and others visit them often, and take an interest in their studies and progress, it gives a new character at once to the school and the school-room, and they contemplate it with pleasure instead of dread.

It will also have the effect of accustoming the pupils to recite before strangers, and help them to get rid of that timidity and reserve which, if not early removed, may prove a serious hindrance to their success in many pursuits in after life.

The parents of each district should be invited to accompany the committee on their visits; and it will be well to encourage the teachers to visit each others' schools, with a few of their most advanced scholars.

In visiting schools, whether by the whole board, sub-committee, or individually, the following are among the objects which deserve attention:

The condition of the school-house and appurtenances; its location; size and condition of yard and out-buildings; construction, size, outward appearance, and state of repair of building; by whom built and owned, whether by town, district or proprietors; number and size of entries, and whether furnished with scraper, mat, hooks and shelves for hats, outer garments, water-pail, cup, broom, duster, etc.; dimensions of school-room, and its condition as to light, whether too much or too little,—as to the air, pure or impure,—as to temperature, whether too high or too low; modes of ventilation, whether by lowering or raising upper or lower sash, by opening into attic, by flue or otherwise; whether heated by close or open stove, fire-place or furnace; construction and arrangement of seats and desks; whether all the scholars, and especially the younger, are comfortably seated, with backs to lean against, and with their feet resting on the floor, and all facing the teacher; whether there is a platform where the the teacher can overlook the whole school, and aisles to allow of his passing to every scholar, to give such instruction as may be necessary, in their seats; whether there is a place to arrange the classes for recitation, and accommodations for visitors, etc.

On entering the school, the committee will first ascertain all necessary particulars respecting the teacher, such as his certificate, general plan, etc. These will enable them to form a proper judgment of what takes place in the course of their subsequent inspection and inquiries.

The school register should be called for, and such particulars as to the number and names of the scholars, their age, parents, attendance and studies, should be gleaned, as will enable them to speak on the importance of regular and punctual attendance, to expose the evils of the contrary practice, and to commend before the whole school those who are among the most regular. An inspection of the register will inform the committee what children are not connected with the school, and a kind and timely call, a word with the parents or guardian, may save such children from ignorance, and the community from its consequences.

The committee should inquire into the number of classes, and the studies they pursue. Such exercises should be called for as will exhibit the proficiency of the

pupils, and the methods of instruction adopted by the teacher, and enable the committee to judge of the tact of the teacher in imparting information. The teacher, in justice to himself and his pupils, should be allowed to conduct some of the exercises himself, and in his usual manner, as the scholars (if not used to being visited by strangers) will be less timid when examined by him, and the committee will have a better opportunity to see his mode of instruction. But the committee should also ask questions, and, in some cases, take the examination into their own hands.

It will be well to place in the hands of the more advanced scholars, written or printed questions, to be answered in writing, while the examination of other classes is going forward. And the same or similar questions should be asked in every school visited, and the answers will be, to some extent, an unexceptionable standard of comparison between the teachers and the schools.

The committee should be careful to notice the manner in which the pupils spell and read. In reading, especially, there is great carelessness in many of our schools. They should also observe the teachers's manners and mode of governing. If the school is not provided with proper maps, blackboard, etc., by proper remarks on their uses and importance, they may be the means of inducing the district to procure them.

Such inquiries should be made as will show how far the rules and regulations of the school committee are observed, as to teachers, books, the cleanliness and preservation of the school-house, the manners of the pupils, etc.

Great care should be taken not to wound unnecessarily the feelings of teacher or pupils, and commendation should be bestowed wherever it is deserved.—*R. I. School Manual.*

LET it not be imagined that the life of a good Christian must necessarily be a life of melancholy and gloominess; for he only resigns some pleasures to enjoy others infinitely greater.—*Pascal.*

WHY TEACHING IS NOT A PROFESSION.

Even if it be true, what sometimes is asserted, that educators as a class are apt to disagree in most issues of their profession, it can nevertheless be shown that this very lack of harmony of ideas is owing to their dependence upon more powerful influences. Placed between their principles and better judgment on the one hand, and the want of bread and butter on the other, their choice is rarely free. It would be far different, if, left to themselves, they could listen to the voice of the philosophy of their art, and to that of their own experience. Astronomers decide upon the manner of building observatories, of constructing their instruments and tools, and of using them. Chemical laboratories are not regulated after the whims of political parties, or any "powers that be," but according to the philosophy of the chemical science. Hospitals, sanitary laws, nay, even the private medical practice, are administered by experts from the contemporaneous standpoint of the science and the art of medicine, and so throughout all the dominions of science and art. Only and exclusively in pedagogy, the philosophy of the science and art is made subservient to outside influences, and the class or personal interests of laymen. Educators as a class have not, to any considerable extent, to decide how education should be administered. Their calling is a more or less servile calling, and this is the reason why teaching is no profession at all; why it is chosen for life by a very few persons only; why its candidates are as a rule not those best fitted for it by nature and education; why its practice is immensely behind its theory, which might almost be called perfection itself; and why its results are trifling in comparison with what they could be.—ADOLF DOUAI, *in National Teacher.*

WE ought to rank our teachers as a profession, on a perfect equality with any one of the so-called "learned" guides. Our teachers teach at an immense cost to themselves of the very life-blood of body and mind. Nothing is more exhausting

than the process of laying your soul in true living contact with the soul of another; to impart to him the secret not only of knowledge, but of knowing—nay, the very essence itself of your intellectual being. It is a daily self-sacrifice. No true teacher can teach at any less cost. If you know such a teacher for your child, the parent's problem is solved for you.—*Independent.*

"FINISHING HER EDUCATION" IN GERMANY.

I was not aware, until I came to Germany, of a very usual educational custom here, which seems to me to be so original, and at the same time to possess such peculiar merit, that it should be made known to the rest of the world.

As a general rule a Prussian girl finishes her school course at fourteen years of age. The new school law requires all children to be in school under the care of a teacher who has passed a government examination, from five until fourteen,—nine full years; so if her teachers have been as good as German teachers generally are, she is by this time well enough stocked with knowledge for all the ordinary emergencies of life. The German *Maedchen* is now confirmed, having received from her pastor, or some other suitable person, special lessons to prepare her for this rite for one or more years beforehand.

Now that she has taken this great step in life she is considered no longer a child, and the next necessity is for her to learn housekeeping, which means learning to do with her own hands a great many things which girls in America in the same station leave to be done by servants. Sometimes she learns this at home, under the training of that German Haus-Frau, her mother. But a more favored plan is for her to go from home to the house generally of a pastor or teacher, and board there for some months, fulfilling all the duties of an elder daughter—that is of a *German* elder daughter.

I asked the young lady here lately why German girls should undergo this expense and trouble to learn the simple household duties which they could just as well practice in their own family circle. "Oh, no," she said, "the feeling is very different; the girl has been a child all her life at home, and now that she has been confirmed, and is no longer subject to the school law, she must begin to be a *Fraulein*,—a young lady,—it would be very difficult for her suddenly to give up her childish ways, and assume responsible duties and a new position in the same circle where she has always been treated as a child; so she goes away and spends several months in diligently practising these new duties under kind but strict teaching; then when she comes back, she is ready to take her place, in her own estimation and that of others, as a useful little woman, ready to take upon herself a regular share of her mother's household duties; or if she has sisters, to alternate with them week by week in the care of the house and table. I tried this plan after I was confirmed," she continued, "and I assure you, *liebes Fraulein*, that it was a great benefit to me in every way. I will tell you all about my experiences.

I was sent to the house of an excellent pastor, a friend of my father, who had a kind young wife and a family of little children. There was only one maid-servant in the house, so there was of course a great deal for me to do. In the morning at six o'clock the maid always knocked at my door, and I had to rise and dress myself plainly and quickly, but very neatly, and go down into the kitchen. There I made the coffee while the maid attended to other duties. I had always to make three kinds of coffee in three different kinds of vessels; one sort stronger and better for the Herr Pastor, his wife and myself; another kind for the maid, and an innocent, mild, milk-coffee for the children. Then I washed and dressed the three children; combed and brushed and plaited their hair; set out their coffee for them; gave them the *Butterbrod* they were to carry to school, and sent them off. Then I took coffee with the Herr Pastor and his wife. After breakfast (*Kaffee* the Germans always call this first meal, because it generally consists only of coffee and bread and butter) I must

wash all the breakfast things, except those which the maid had used; put them away and get everything ready for dinner. For this meal we always had soup, potatoes, the meat from which we had made the soup, and one sort of *Gemuese*" (this word in German stands for all sorts of boiled or stewed fresh vegetables, or mixtures of two kinds of vegetables, of which they they are very fond). "Oh! what mistakes and blunders I used to make when I first began to get the dinner all by myself; sometimes a whole pot of soup was spilled over the stove or burned so that nobody would take any of it. But they were very patient with my failures and I soon learned to do better. Between breakfast and dinner I had to set the table for the second breakfast (*Fruehstueck*) and make a little coffee again; but that was only a few minutes' work. After dinner I washed and put away everything, set the table and prepared the Afternoon Coffee" (a meal which takes place at three o'clock or a little later in most German families). "Then I was quite free for the rest of the day; changed my dress and read, played on the piano, walked in the garden with the children, or did anything else I liked. The maid had finished by this time all her inside work of scrubbing, ironing, washing, and her outside work of milking, sweeping, or whatever else she had to do, and took all the care of preparing the supper and putting away the things off of my hands. I was treated for the first time in my life like a grown-up young lady; the maid was told always to address me as *Fraulein*, which was something very new and delightful to me. Then at Christmas, I had a table all to myself under the Christmas tree covered with pretty things from the kind Herr Pastor and the Frau Pastor, and the presents that had been sent to me by my own dear folks at home, together with their Christmas letters of greeting, praising and encouraging me, and telling me how pleased they were to hear that I was so useful and industrious, and so cheerful and content. Oh, it certainly is a good plan for our German girls, and I hope it will always be kept up."

Perhaps my American readers will be a little curious to know how much a German girl pays for the privilege of thus doing the work of an additional servant in her friend's house. From thirteen to fifteen thalers per month, that is about ten or twelve dollars in gold, is the usual price *paid* (*not received*) by the young lady who performs these labors.

If the parents of the young Fraulein have the means or inclination to give her a still higher culture, after she has remained at home for a year or two practising her new household accomplishments, she is sent to a "*hoehere tochter-schule*," "higher daughter-school," literally, first-class boarding school, we would say. If it is intended to make a teacher of her, she generally goes at eighteen years of age to a Normal Seminary such as the one in which I am boarding and goes through the two or three-years course, according to the grade of teacher for which it is her wish to obtain a government certificate.—*N. Y. State Ed. Journal.*

BLACK-BOARDS.

A black-board is an indispensable article of school-room furniture. It can be made to present any subject the teacher may desire, and, therefore, is of more value in one sense, than text-books. It is an invaluable aid in teaching writing, arithmetic, history, grammar, and geography. The topics of each lesson should be written upon the board, and the children be required to copy them before they take their seats. Maps, drawing lessons, diagrams, exercises in articulation, etc., may be placed upon the board.

Colored crayons give drawings a fine appearance. Country teachers, however, seldom use them. Not long since I taught a school a few miles back in the country, and used colored crayons quite freely to embellish the black-board. The children had never seen anything of the kind before, and their expressions of delight and wonder well repaid me for a little extra expense.

Black-boards should be newly painted nearly every term, as they soon become defaced if used daily. I am going to

make a confession which I fear will horrify some genteel city teacher.

I have often painted my own black-boards. Now don't hold up your hands in "holy horror." I do not consider it the least bit beneath the dignity of any true teacher to *paint black-boards.* Agents are, as a general thing, averse to making repairs, and it is often more work to get them to do a thing than it is to do it yourself. For the benefit of those who are not *fastidious*, I will give my method of painting black-boards.

Purchase a pint of shellac, and mix in lamp-black until it is of the consistency of cream. Then don an apron and an old pair of gloves and go to work. Spread the paint on as quickly as possible, as it soon dries, and if not put on rapidly will be apt to look streaked. It will harden in a day fit for use, and gives your board a smooth, hard surface. Of course, painting black-boards is not quite so nice work as fingering the piano-forte, but then "school marms" ought not to be too particular. For my part, I am willing to do anything in reason for the good of my school.

I taught school not long since in a district where it seemed impossible to get the Agent interested enough even to provide a brush to clean the black-board after I had painted it. I was told that the former teacher allowed the children to use their hands and handkerchiefs for that purpose. I went to work and manufactured an article which, when done, I was quite proud of. I covered a flat piece of wood with cloth, and stuffed it with cotton-wool. The children declared that it "worked splendid." I afterwards improved it by covering it with sheep-skin.

Perhaps the idea of using hammer and nails may horrify the ladies more than the paint-brush question; but when Agents refuse to make necessary repairs, I think it time for the ladies to take the matter into their own hands.

Teachers, in order to be successful you must take a little extra trouble. No true teacher will sit quietly down and make no effort to improve her surroundings; therefore, be in earnest, be enthusiastic, and endeavor by every means in your power to build up your profession and to add dignity to your characters.—ELIZA H. MORTON, *in the Maine Jour. of Ed.*

DEBATING IN COUNTRY SCHOOLS.

There is no reason why regular instruction should not be given in parliamentary rules. Does some one say "Cui bono?" Such a person is most likely to have the question answered in himself being called upon shortly to preside at some public gathering, say a temperance meeting, at which he will exhibit a disgraceful ignorance of the simple rules necessary for the proper conduct of such a meeting. Every one, in these days, must be ready to act in or preside over very important meetings. The popular ignorance of the regular procedure on such occasions is made very much of by politicians. A little experience at nominating conventions and similar meetings will show this. A knowledge of parliamentary rules would help politics much more than the knowledge of the constitution, in favor of which we hear so much. Indeed the former is essential to the latter.

But how can debating be taught? We answer by practice alone. Let the teacher of a country district school form a "Society" of his advanced pupils. Arrange that they shall meet once or twice a week for debating purposes. Let the teacher attend the most of these meetings giving such instruction and drill in parliamentary usage as is needed, and assistance in carrying them out. Teach the young debaters how to refer to the different manuals upon parliamentary forms for instruction on points of order.

The study and observance of these rules become very attractive and are the needed cure for the evil of debating societies deteriorating into noisy scenes of disorder. Such societies find they have nothing to do because nothing is done in order. Were their proceedings put into systematic shape they would find the "order of the day" would be full enough.

Teachers will not introduce this feature because of their own ignorance upon the subject. Yet, by the study of the popu-

lar manuals they could easily inform themselves. But the best means of improvement in this direction is to attend some Normal School where the subject is taught and where opportunities to debate under the instruction of a teacher of debating can be secured.

All Normal schools should make this an indispensable feature of their instruction. Every pupil in such schools should be able to find himself in a small debating club where he will have opportunity to speak frequently, and where he can receive instruction in parliamentary usage from a regular teacher of that subject.—*National Normal.*

THE CONVENTION of INSTITUTE CONDUCTORS.

BY A. O. WRIGHT, NEW LISBON.

When in 1872 a number of Normal Institutes were provided for by the Legislature, the Institute work of this State had only so much of organization as was implied in two things; first in an Agent of the Board of Normal Regents who held institutes nominally of a week, really of four days each in those counties which he could reach; and, second, in an appropriation to the superintendents of other counties to pay the expenses of institutes which they conducted themselves. Further than this there was no organization.

The legislative provision for Normal Institutes called into being at once a body of professional institute conductors.—Teachers and superintendents who had had some experience as amateurs in the institute work, now became professionals. So that when the Board of Regents called a convention of Institute Conductors at Sparta, in July, 1873, there came together a body of men, whose experience of the previous year in conducting Normal Institutes of two to six weeks in length had prepared them to appreciate the character and the needs of the teachers who gather at such institutes and the amount and kind of work that can be done to advantage in them.

This convention was in session seven working days, under the Presidency of Prof. Robert Graham, who had arranged the work in a printed programme at the request of the Institute Committee of the Board of Regents. The great work of the convention was the syllabus for Institute work. This was prepared in the following manner: Each day one of the third grade branches was taken up, the entire morning session being devoted to it. Before recess the question was upon the amount of work to be done in a four weeks institute. Two or more persons named on the programme presented carefully prepared schemes of work, specifying what should be done each day in that subject. Other volunteer schemes were frequently presented, and a free expression of opinion was had upon all of them. The subject was then referred to a committee, who reported at some future time a scheme, which was again discussed and frequently amended before it was adopted by the convention. After recess the question was upon the method of presenting the subject in an Institute. A model class drill was conducted by some one previously appointed, which was followed by kindly but severe criticism. In the afternoon two or more topics in theory and practice of teaching were discussed in papers followed by general discussion.

The chief result of this convention, besides the profit to the members, was the syllabus. This contained the plan of work for a four weeks' institute, and was furnished to every person who attended a Normal Institute in the summer of 1873.

In July, 1874, another convention was called at Madison, just before the State Teachers' Association, containing nearly the same persons as the convention in 1873, but continuing in session only four working days.

This was also presided over by Prof. Robert Graham, and followed the plan of work of the convention of 1873, as nearly as the shorter time would allow.

The syllabus of 1873 was modified in many various features in the light of a year's experience with its institutes. Reports of the Normal Institutes of 1873 were given, which showed that the syllabus had been followed pretty closely, but that some changes were desirable.

The part of the syllabus on which there d been most difference of practice, and which most difference of opinion was pressed was the division of each insti- e into two sections reciting alternately. is was a suggestion of Prof. Graham, t proposed at the convention of 1873, t inserted in the syllabus of that year. ly about half of the institutes had en so divided, while one of them was vided into three sections with good sults. In the discussion it was agreed at for small institutes the division into ctions was not necessary. The reasons ven for section work in large institutes re, that it is impossible to do good ss work with a class of from fifty to e hundred or more, and that with their ention held in recitation or other exer- es through the whole of school time, d all study thus being done out of hool hours it is impossible for the mem- rs to prepare themselves for six or sev- recitations a day. The reason urged ainst section work were that the sec- ns off duty would not get much good m recitations conducted while they re studying, and the contents of the bjects studied day after day would thus broken.

The writer's own experience in the in- tute which was divided into three sec- ns, was that the classes were thus made a size which could be handled well, d that constant reviews and inspection note-books secured enough attention m the sections off duty to the work ing on in the class, so that they got as uch good from it as members of a class ould who did not themselves recite, ile the work of preparation for each citation being thus limited to two or ree studies each day for each member, as not too much to do, and good pre- ration was secured.

A feature of the convention of 1874 was e suggestion of a course of study in ormal Institutes. That several such stitutes should be held in successive ars at the same places, and that there ould be a course of study arranged for l these years. This suggestion met with great deal of favor. The difficulty, however, was not met, of getting a suffi- ciently large number of teachers in each of the counties to attend for a series of years. In all other respects, except the most important one, the plan seemed an excellent one.

To some of the members of the conven- tion it seemed that next year's work, if there is such a convention next year, could most profitably be spent very largely in presenting and discussing different meth- ods of institute management, and insti- tute instruction. Something of this is given in the class drill with criticism, but a free and full discussion of methods of management and instruction would be very profitable. Suppose that the sylla- bus be referred at once to committees for amendment, and the discussion take place on this report with liberty for any one to offer substitutes for the schemes of work in each study. Suppose then that each subject be taken up and the different methods of handling it in an institute be presented and discussed in full, the members taking full notes. Sup- pose that some of the methods of man- agement in an institute be then taken up and discussed fully. The writer is sure that he for one would be greatly benefit- ted by a convention next year conducted on this plan.

A resolution was unanimously adopted requesting the Board of Regents hereafter to make attendance at such a convention a condition of employment in institute work in this State.

The success of these two conventions is largely due to the skill of Prof. Graham in preparing the programmes and his wisdom in guiding their deliberations. A very efficient helper was found at both conventions in Hon. W. H. Chandler, who represented the Board of Regents.

Although the conventions attracted lit- tle public interest, and were scarcely no- ticed in the newspaper reports of the State Teachers' Association, yet they have reached in their efforts several thousand teachers of our State, and have unified and elevated the character of the institute work of this State.

AMERICAN INCIVILITY.

Where the cure for our National trouble is coming from, it is hard to tell. There was a time, fifty years ago, when there was a degree of reverence in American children, and at least a show of good manners. Great respect to those of superior age and culture was then inculcated, and at least formal courtesy exacted. Those of country breeding who are old enough remember the strings of school children at the roadside, who arrayed themselves for the formal exhibitions of courtesy to the passenger. Certainly all this training is done with, and such a sight as this we presume has not been witnessed in America within twenty-five years. Even the men and women—fathers, mothers and teachers, of fifty years ago, had receded from the courteous habits of previous generations. In the old colonial, and even later days, great respect was paid to dignities. The clergyman was reverenced because he was a clergyman, and occupied the supreme position of teacher of the people. He was reverenced not only because of his holy calling, but because he was a scholar. All this has gone by. The clergyman, if he is a good fellow, is very much liked and petted, but the old reverence for him, and universal courtesy toward him, are unknown.

Are the people any better for all this change? We think not, and we do not doubt that the change itself has much to do with the habits of incivility of which we complain. Men must have some principle of reverence in them, as a basis of good manners, and this principle of reverence in the modern American child has very little development. He comes forward early, and the first thing he does in multitudes of instances is to lose his respect for his parents. Indeed, courtesy toward parents is in no way exacted. Poor men and women try to give their children better chances than they had themselves, and the children grow up with contempt for those whose sacrifices have raised them to a higher plane of culture. They call the teacher "Old Snooks," or "Old Bumble," or whatever his name may happen to be. It is not unjust to declare that there is is America to-day no attempt, distinctly and definitely made, to cultivate a spirit of reverence in children.

We acknowledge that we have no faith in any attempt to reform the manners of the adult population of the country. Our efforts to make sober men out of drunkards, and total-abstinence men out of moderate drinkers, are failures. Our temperance armies are to be made entirely out of children. We can raise more Christians by juvenile Christian culture, than by adult conversion, a thousand to one. So it will be in this matter of National politeness. The parents and teachers of the country can give us a polite people, and this by the cultivation of the principle of reverence not only, but by instruction in all the forms of polite address. With a number of things greatly needed to-day in home culture and school study, this matter of training in good manners is not the least. Indeed, we are inclined to think it is of paramount importance. It should become a matter of text books at once. A thorough gentleman or lady, who has brains enough to comprehend principles, while proficient in practice, could hardly do a better service to the country than by preparing a book for parents and teachers, as at once a guide to them and to those who are under them. Children must be trained to politeness, or they will never be polite. They must drink politeness in with their mother's milk; it must be exacted in the family and neighborhood relations, and boys and girls must grow up gentlemen and ladies in their deportment, or our nation can never be a thoroughly polite one—polite in soul as well as in ceremony, and kind in manner as well as kind in heart. —*Dr. J. G. Holland; Scribner's for Sept.*

I WOULD place before every teacher an *ideal manhood* as his highest aim, and I would bid him, whether in a primary school or a college, strive to approach that divine model.

OFFICIAL DEPARTMENT.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

Question. Can territory be set from one district into another, without the knowledge or consent of the parties living on the same?

Answer. Notice of any intended alteration must necessarily be given only to the clerks of the districts that will be affected thereby; but the clerks must give notice to their respective boards, that they may be heard in behalf of their districts, if they have any objections to make. Any person feeling aggrieved, however, by an alteration made, may take an appeal to the State Superintendent. (Section 122.)

Q. Does not chapter 50, of the Gen. Laws of 1868, that is to say, Section 1 of the School Code, as it now stands, forbid any district to have more than 36 square miles?

A. The law is not retrospective in its operation. From and after the enactment of the law of '68, supervisors would govern themselves by it in forming and altering districts, but districts previously formed, although embracing more than 36 square miles, remain as they were, until changed by the action of the supervisors.

Q. Our district embraced two townships; the county board formed a new town; does not that make two districts also?

A. No, it only makes it a joint district, lying in two towns. If there was good reason to make two towns where there was but one before, there must be good reason for making two school districts; but this can be done only by the joint action of the boards of both towns. County boards cannot create school districts—either directly or indirectly.

Q. Can a joint district be in two counties?

A. It may be if circumstances renders it necessary. (Sec. 107.)

Q. When a new district is formed from another, can the requirement to determine the value of the property due the new district and to pay over the same, by means of a tax, be waived, by mutual understanding and agreement?

A. It was held by the Supreme Court, (Jan. Term, 1874), in a case where District No. 1, of Cicero, Outagamie Co., claimed a share of the value of the property of District No, 1, Black Creek, (which latter previously embraced the other district,) that the requirement to act "at the time of forming" a new district "is directory merely," and if not complied with at the time specified, it may be complied with afterwards, which affirms the ruling of this department. The fact that the constitution of the board of supervisors had changed meanwhile does not alter their powers or duties.

Q. If the supervisors do not, "at the time," determine the amount due, and certify it to the clerk of the old district, etc., as provided in sections 12, 13 and 14, can it be done afterwards, and by the next board?

A. The supervisors must proceed according to law, and can enter into no understanding or agreement of such a nature.

Q. Our district was re-organized, and the number changed from 6 to 10; was it necessary that the officers first elected after this change file written acceptances, as provided in section 6?

A. Not if the district had never ceased to exist. It is only in case of a new district that written acceptance of office must be filed, by the officers just elected. (See section 7, and comment.)

Q. Is a special school district meeting called and held elsewhere than at the school-house, to be deemed legal?

This depends on circumstances. It is easy to imagine circumstances under which the action of a meeting thus called should be set aside; and again it might be quite proper that the meeting should be called and held at some other place than the school-house. Of course full and timely notice of this should be given. By custom and by implication, a school-meeting is to be at the school-house, unless some sufficient special reasons exist for calling it elsewhere.

Q. One of our school districts voted a

few years ago to change annual meeting to August, and has since met in August, but the vote was not filed with the town clerk. I am told that officers since elected are not legal officers; ought I then, as town clerk, to appoint?

A. Elections in August are not legal if the filing was not done. I would suggest this: let the persons now acting as district officers unite in an affidavit stating the facts, and asking you to appoint. You will do best to appoint the persons now acting. The clerk can call the annual meeting in September, and the district can then fill the offices by election, and, if it chooses, vote the change of annual meeting to August over again, taking care to have the vote filed. If any trouble is likely to arise out of the illegality of past meetings of the district, an act can be procured next winter to legalize them.

Q. A school-district, in which no school had been kept for ten years, was all attached to other districts except 40 acres, which embraced the school-house site. The agreement was that the district should retain the site as long as need for a school. The "40" has been sold, and no reservation was made as to site. Can the supervisors sell the school-house and dispose of the proceeds, under section 16?

A. They would have this power if the district had acquired an indefeasible title to the site; but it appears that the district forfeited the site years ago, and as the school-house was not then removed or sold, it goes with the land.

Q. Can the State Superintendent, under any circumstances, fix the site of a school-house?

A. Only in case an appeal is taken from the action of the district.

Q. What is meant by the words "the year next preceding," in chapter 46, Gen. Laws of 1874, the preceding school year?

A. The words are to be taken in their obvious sense, viz., the year next preceding the date given—*i. e.*, "the last Monday in June." If the last preceding "school year" was intended the law would have said so.

Q. What are to be considered "satisfactory reasons" to the State Superintendent, under chapter 300, Gen. Laws of 1873, for allowing an apportionment of school money to a district which has failed to maintain five or more months (100 days) school—is the poverty of a district a sufficient reason?

A. Satisfactory reasons are such as arise from "some unusual and unlooked for cause which has prevented the keeping up of said school." Before this general law was passed, the legislature was accustomed to authorize the apportionment of money in certain cases, as when the school-house had been burnt, and school could not be continued. In giving the State Superintendent discretionary power, it was not intended that he should show more leniency than the legislature had done. Many districts, unfortunately are poor, and find it burdensome to maintain five months school, but this is not an unusual and unlooked for circumstance. If really too weak to maintain a school, the district should be disbanded and attached to other districts, or else strengthened by addition of territory, if practicable. To allow weak districts to plead poverty and receive money would of course cause a great many to put in the plea, and operate as a systematic evasion of the law.

Q. The clerk engaged a teacher without any legal certificate, and finally he and the director signed a contract with her, and put her into the school. What is to be done—she is not wanted by the district?

A. The attention of the clerk and director, and likewise of the teacher, should be called to sections 42 and 186; the treasurer should protest against the school, and warn the person teaching that she has no legal contract; the people should refuse to send. This will put an end to it. But if the school is recognized, and the people send, the result will be that if the teacher demands payment for services rendered, she will be entitled to recover.

Q. Can a single member of the board purchase things needed?

A. Not legally, until he is directed or empowered to do so by the board.

EDITORIAL MISCELLANY.

THE NATIONAL ASSOCIATION.

The meeting of the National Educational Association, at Detroit, the first week in August, was a success. The place was well chosen. Detroit is an easily accessible, wide streeted, cleanly kept, pure watered and every way attractive city. The programme was well made. North, South, East, West; The United States, Canada; Univerities, Colleges, Normal Schools, Academies, High Schools, Primaries—all these were represented within its generous and catholic limits. The addresses and papers were in the main well considered, carefully written, practical and useful contributions to pedagogic literature and wisdom. Two or three were especially able, timely, and valuable. Of these we wish briefly to speak.

PRESIDENT WHITE'S ADDRESS.

Above all others in value and interest we place the address of President White of Cornell University. This was in nearly every respect an admirable paper. From a literary point of view it was in style clear, incisive and logical to a rare degree. President White has mastered the art of expression. It is a delight to hear or to read things so sharply and deftly put.

But it is in the importance of its ideas that the chief value of this paper consists. We hold these so important that we believe the State could not expend money more wisely than in the publication of 10,000 copies for gratuitous distribution.

The policy of State support for higher education is here defended with a wealth of argument and illustration probably never before brought to its support in this country. The fundamental proposition of the paper was that "The main provision for advanced education in the United States must be made by the people at large, acting through their National and State Legislatures, to endow and maintain institutions for the higher instruction, fully equipped and free from sectarian control."

President White first described the Universities of Germany, and especially that of Berlin, which is younger than the great majority of our American Colleges of any reputation, and yet has 190 professors and 2,500 students. "The result of the German system," said he, "has been great, intellectually, morally and politically. These Universities, supported by the whole people and for the whole people, stand far ahead above any others in the world."

Comparing then the American with the German policy he declared that while making primary and secondary education a matter of National and State concern, we have left advanced education, in the main, to various religious sects. We have "allowed an imaginary line to be drawn, utterly illogical, below which the State provides for education, gladly and fully; above which she turns the whole matter over to the sectarian spirit of the country. While the United States has pushed the roots of its public school system down in the views and feelings of the whole people, and thus obtained a deep, rich soil, which has given sturdy growth, it has pushed the roots of advanced education down into the multitude of scattered sects and has obtained a soil wretchedly thin, and a growth miserably scant."

"The main condition of primary education," he further asserted, "is *diffusion* of resources, the main condition of advanced education is *concentration* of resources. England sees this, and has but four universities; imperial Prussia sees it, and has but eight; the United States has not seen it, and the last report of the Bureau of Education shows that we have over 300 institutions bearing the proud name of 'College' and 'University.'" Over 360 he might have said.

Asserting that this system of advanced education is now an old one, and that the time has arrived when it may be fairly and fully judged, he declared it to be comparatively a failure and brings ample illustration of the fact.

He then argues "that careful public provision by the people for their own system of advanced instruction is the only republican, and the only democratic method."

He argues next "that by public provision can private gifts be best stimulated," and again "that by liberal public grants alone can our private endowments be wisely directed or economically aggregated."

Then come the following theses: "That our existing public school system leads us logically and necessarily to the endowment of advanced instruction."

"That the existing system of public endowments for advanced education in matters relating to the military and naval service, leads logically to public provision for advanced education in matters relating to the civil service of the nation."

That while it is conceded that public provision is necessary to fit men to take part in warfare by land and sea, the new industrial warfare in which the nations are now emulously engaging, demands that the State should qualify its citizens to take part in this.

"That not only does a true regard for the material prosperity of the nation demand a more reguiar and thorough provision for advanced education, but that our highest political interests demand it."

And finally, "that it is a duty of society to itself—a duty which it cannot throw off—to see that the stock of talent and genius in each generation have a chance for development, that it may be added to the world's stock and aid in the world's work."

We have thus presented the shadowy outline of this masterly address, believing that our readers will be gratified to receive this month even so imperfect a synopsis of a paper destined to be widely read, and as we hope, to be a power in the educational reform desired in this as well as in other States.

REPORT ON UPPER SCHOOLS.

The report of the Committee on Upper Schools, presented by Dr. Hays, was an eminently sensible and practical paper which merited and received almost unanimous approval. The fact of incompleteness in our American provision for secondary instruction is thus recognized in the report:

"Between these two, the common school and college, there is a gap for which the provision is very insufficient. Our correspondence indicates that the lack of these intermediate schools is universal, and is recognized by the mass of our educational men. From all sides college presidents and professors, high school men, principals of academies, and public persons, write to us expressing their gratification that this, which some characterize as the great practical problem of the day in education, is attracting attention."

Various methods of supplying this need are discussed with great wisdom and clearness, and the report may be regarded as a genuine approximation towards the early solution of this important question. We hope to present the paper in full in our next issue.

THE CANADIAN SCHOOL SYSTEM.

Another address of peculiar interest and value to educators in "the States," was that of Dr. Hodgins, Deputy Superintendent of Public Instruction of Ontario, Canada, giving an outline of the system of public instruction in that progressive province.

The truth compels us to say that our Canadian neighbors are far in advance of us in many of the details of their comprehensive educational system. For instance the Doctor informs us that,

(1.) In regard to the Executive, the head of the education department is a non-political and permanent officer. The Rev. Dr. Ryerson, who now fills that post so successfully, has held it for thirty years. "Systems of education," says Dr. Hodgins, "are not built up in a day. The history of the present educational structure of Ontario confirms this truth; for with the fostering care of the Legislature it took at least ten or fifteen years, under one guiding hand alone, to bring the system through the preliminary stage of its existence." "The Legislature," he says, "has thus far wisely held, that after certain great principles of the educational system had been once settled, it was sound national policy to intrust to some enlightened and responsible person (within certain restrictions) the important duty of

perfecting and keeping in continuous and active operation the system of public instruction."

(2.) Next to the Chief Executive, the most important offices of the system are the County Superintendents (or inspectors as they are designated.) These officers must have attained the foremost rank as teachers, and must hold certificates of the highest grade. None others can be appointed. They moreover hold their office virtually during good behavior. With such qualifications, and holding office under such a secure term, these officers have proved themselves to be thoroughly efficient and impartial in the discharge of their duties.

(3.) Three grades of certificates are given to teachers, of which the third or lowest grade must be held three years, and the second grade two years, before one can obtain the next higher.

"In order to secure impartiality and uniformity, as well as a common standard of excellence for all the teachers in the Province, facilities have been provided by which every candidate teacher, wishing to obtain a certificate of any grade, shall attend an examination in his own locality, which is held simultaneously at the same hours of the same days, with the same examination papers, in every county and city of the Province."

(4.) The same systematic plan is pursued in regard to the transferring of pupils from the public to the county high schools and collegiate institutes. All such candidate pupils are subjected to a uniform and simultaneous examination, on the same hours and days, three times a year all over the Province.

(5.) Pensions are paid to worn out teachers.

(6.) A compulsory law goes into operation this year, and from which the best results are anticipated. As it is, the public schools are attended by 434,000 out of nearly 500,000 children, between the ages of five and sixteen years.

(7.) There is a plan for providing the schools from a central depository with the maps, charts, diagrams, apparatus, library and prize books, which they require. The principle adopted is to make a grant of one hundred per cent. on every remittance for these things received at the depository from a school corporation, and to send out articles to the value of double the amount received. In this way local enterprise is stimulated and the schools are amply supplied with the best kind of maps, apparatus and other requisites at the lowest possible cost.

These are in brief the chief features of a system for which Canada has already won celebrity—a system whose working and whose effects every consideration of self-interest should lead us to clearly study.

Of the many other valuable papers read before the Association we have no time now to speak at length. We shall refer to some of them hereafter.

Wisconsin was well represented in the contributions of Dr. Hoyt and Professor Butler. The former's vigorous and trenchant review of President Eliot's Report on a National University we had the pleasure of hearing. Eliot's Report was made last year in Dr. Hoyt's absence. This year in the absence of the Harvard President the Doctor had everything his own way. Professor Butler's paper on "Classical Studies in Higher Institutions" we unfortunately did not hear, but it was spoken of as one of the best things presented. It was in its author's usual felicitous and original style, and was a wise and solid defense of studies whose preeminent value in higher culture ought to free them from all need of defense.

Report of the Board of Examiners.—The official report of the recent examination of candidates for State Certificates shows that only two of the fourteen applicants were successful. These were Mr. B. F. Anderson, of Burlington, and Mr. J. C. Smith, of Oshkosh. In accordance with the recommendation of the report the State Superintendent has issued to the former a life certificate, and to the latter a five years certificate.

Two or three other applicants, however, fell but little below the required

standard, and their success at the next examination, in case they attend, is nearly assured. It is worthy of note that the deficiencies of these were chiefly in Orthoepy and Orthography, where, indeed, most of the candidates were signally unsuccessful.

A rule of the examiners required the attainment of a standard of at least 70 per cent. in every branch. There was, as we think was proper, no "averaging." A high standing in one branch did not atone for a low one in another. Every subject was considered sufficiently important to fall under the rule.

The examination was conducted with equal strictness, fairness and courtesy, and we believe examiners and applicants separated at its close with mutual respect and good will. Not the least satisfactory feature appeared to be the hopeful determination of the unsuccessful aspirants to "try again."

Mr. L. J. Burlingame, for nearly three years County Superintendent of Schools of Columbia County, has recently been removed from office by Judge Stewart for violating the law forbidding County Superintendents to act as agents for publishers. This is the first instance, we believe, of punishment for violation of this law,—indeed, we suppose it to be the first time a complaint for such violation was ever formally presented against a County Superintendent in this State. Owing not only to this fact, but to certain peculiar circumstances, the case is one of more than ordinary interest.

Mr. Burlingame, who was elected last Fall to his second term, had performed the duties of his office with ability, industry and zeal. There is reason to believe that he was one of the most efficient Superintendents of the State. He was generally popular throughout the county,—indeed, the fact of his re-election by a large majority would seem to prove this.

During his first term he sold to several school districts copies of Chapman's Map of Wisconsin, which he had obtained from the publishers, and on which he made a small profit. He claims that in doing this he sought chiefly to further the interests of education, by assisting to place in the schools at small cost an excellent State map—an almost indispensable piece of school apparatus. He further claims that the trouble to which he was subjected in obtaining and delivering the maps, and the fact that sometimes he received the price in school orders—not equivalent to money until after the lapse of some months—fully justified him in making the small profit he obtained. He also says that he was familiar with the law forbidding an agency, but that he did not consider his relation to Mr. Chapman as that of an agent.

This relation, whatever it was, continued into his second term. Something like fourteen maps were thus sold by or through him, in the course of his work as Superintendent.

One or two individuals, political and personal enemies of Mr. Burlingame, became aware of these map sales. A complaint was made to the circuit judge. The District Attorney having been applied to refused to conduct the prosecution. His personal sympathies, as well as those of the people generally, were with the defendant. The prosecution found very little moral support. It was generally hoped and believed that Mr. B. would be acquitted.

After a patient hearing of the case, however, the Judge was satisfied that the relation of the Superintendent to the publisher was that of agency, and, considering it a manifest violation of the statute, he removed Mr. Burlingame from the office.

We have no disposition to criticise the action of Judge Stewart. We take it for granted that the law and evidence fully justified it, and that any other conscientious judge would have rendered the same decision. Law is law and must be respected and enforced, and statute laws, like Nature's laws, are often no respecters of ignorance or of good intentions.

Admitting all this we think we are yet justified in expressing our belief that Mr. Burlingame intended no wrong and committed no wrong, that he has done noth-

ing to forfeit the confidence of the people, and that for the good he has accomplished while in office he deserves well at their hands.

We are glad to know that they largely entertain the same belief. Petitions for his re-appointment, numerously signed, were received by the State Superintendent from all parts of the county. While there was no doubt of Mr. Burlingame's eligibility for re-appointment, and while personal sympathy strongly urged to his reinstatement, the State Superintendent became satisfied, after a full investigation and consideration of the case, that the appointment of a new man (for the brief interval before the office will be filled by election) would be more in accordance with propriety and more conducive to harmony and the general advantage. The appointment made is elsewhere announced.

THE PAPER of Prest. Charlton is timely and to the point. No intelligent observer can fail to see a gradual disintegration of the bonds of society going on in every direction. The loss of parental authority and the increase of domestic infidelity and impurity, are the two plague spots which threaten to involve us in a general mass of corruption. If a remedy is to be effectually applied, a prominent place and means of its application must be the school room, with a wholesome and fearless teaching and discipline. But alas! how can children be trained by children? What is to be expected from a body of teachers, nine-tenths of whom but occupy the place to-day and leave both the place and the work to-morrow? Thus do the great problems of education continually come back to us unanswered.

MR. C. W. ROBY, of Winneconne, has been appointed County Superintendent of Winnebago County, in place of Mr. H. A. Hobart, who resigned the office to accept the principalship of the Neenah High School. Mr. Roby is a recent graduate of the Law Department of the State University, but has been principal of the Winneconne High School during the past year.

FALL INSTITUTES.

We give the following revised list of Institutes in addition to the ten Normal Institutes already held or now in session:

County.	*Place.*	*Time.*	*Duration.*
Marathon	Wausau	August 31	1 week.
Oconto	Oconto	Sept. 7	1 week.
Fond du Lac	Fond du Lac	Sept. 14	1 week.
Kewaunee	Kewaunee	Sept. 21	1 week.
Door	Sturg'n Bay	Sept. 28	1 week.
Shawano	Shawano	Oct. 5	1 week.
Waupaca	New London	Oct. 12	1 week.
Portage	Stevens P'nt	Oct. 19	1 week.
Waushara	Wautoma	Oct. 26	1 week.
To be conducted by Prof. Graham.			
Trempealeau	Arcadia	Sept. 7	2 weeks.
Barron	Rice Lake	Sept. 21	3 weeks.
Lafayette	Darlington	Oct. 5	1 week.
Crawford	Mt. Sterling	Oct. 12	1 week.
Adams	White Creek	Oct. 19	2 weeks.
To be conducted by Prof. McGregor.			
Rock (2)	Clinton	August 31	1 week.
Waukesha	Waukesha	Sept. 14	1 week.
Dodge (1)	Beaver Dam	Sept. 21	1 week.
Milwaukee (1)	Oak Creek	Sept. 28	1 week.
Dodge (2)	Horicon	Oct. 5	1 week.
Columbia	Portage City	Oct. 12	1 week.
Juneau	Mauston	Oct. 19	2 weeks.
To be conducted by Prof. Salisbury.			
Buffalo	Alma	August 24	2 weeks.
Vernon	Viroqua	August 31	1 week.
Polk	Osceola Mills	Sept. 7	1 week.
By A. O. Wright.			
Racine	Rochester	Sept. 14	2 weeks.
Kenosha	Wilmot	Sept. 28	2 weeks.
Marquette	Montello	Oct. 12	2 weeks.
By A. F. North.			
Sheboygan	Plymouth	August 24	1 week.
By Geo. Skewes.			
Wood	Gr'd Rapids	August 31	2 weeks.
By I. N. Stewart.			
Pierce	River Falls	August 31	1 week.
By W. D. Parker.			
Rock (1)	Evansville	August 31	1 week.
Washington	West Bend	Oct. 13	1 week.
Green	Monroe	Nov. 9	1 week.

MR. D. E. GARDINER, for some time principal of the Neenah High School, has accepted the professorship of Mathematics in the Platteville Normal School, and enters upon its duties the present term.

MR. KENNEDY SCOTT, of Cambria, has been appointed County Superintendent of Columbia County, in place of Mr. L. J. Burlingame, whose removal from office we have elsewhere noticed.

REMOVED.—Francis S. Belden, (general agent for Cowperthwait & Co.) who was burnt out in the late Chicago fire, now has head quarters at 25 Washington St.

INDIANA has a school fund of over $8,000,000—said to be the largest in the United States.

EVANSVILLE SEMINARY.—Owing to a combination of circumstances, the Free Baptists have concluded to withdraw their supervision of this institution. It goes back to the original stockholders. Prof. G. S. Bradley, who has had charge of it for the last five years, has been invited to conduct it another year in a general manner, but declines, preferring to enter upon graded school work. The Institution has done a noble work during the time. It is doubtful about there being any school in the Seminary for the year to come. Efforts are being made to place it under the supervision of the district school board, to be conducted as a High School. This would be a wise arrangement.—*Com.*

CARROLL COLLEGE, Waukesha, continues in charge of W. L. Rankin, A. M. Miss Lillie C. Camp is the Assistant in the High School, and Miss Alice P. Perry Principal of the Grammar School. This institution fills the place of an academy from Waukesha county.

CORRECTION.—By an inadvertance, Prof. McGREGOR was put into the chair of Rhetoric, at Platteville, in our last number. Instead of this, read "Theory and Practice of Teaching."

AGASSIZ MEMORIAL. — Contributions will still be received for the "Teachers' and Pupils' Friend," and may be sent, as before, to Jas. Barnard, Treasurer, 13 Exchange street, Boston.

TELEGRAPHY.—The National Toy Company sends us a little manual on "Telegraphy, for the Use of Schools." They furnish a cheap Telegraphic Instrument for $5.00. Address National Toy Co., 299, Broadway, N. Y.

MAP DRAWING.—Woolworth & Ainsworth, 496, Michigan avenue, Chicago, send a new system of Map Drawing, and Blank Book, with a Maw Drawing Scale. Price of both 20 cts. A specimen sent for 10 cts. The method seems to be ingenious and simple.

BOOK NOTICES, ETC.

A MANUAL OF MEDIÆVAL AND MODERN HISTORY, by M. E. THALHEIMER. Wilson, Hinkle & Co., Cincinnati and New York. 480 pp., 8 vo., price $2.50.

Miss Thalheimer is already well and favorably known by her Manual of Ancient History. The present work supplements the first, and the two furnish together an admirable text for a general survey of history, whether for schools or priuate reading. Neither volume is a mere compilation of dry facts from more voluminous authors, but an honest, laborious and scholarly *resume* of the great and salient features of human movement and development, as exhibited in what may be called the historical nations—the nations that have really made history. The author, (whether American or German by birth) exhibits the valuable painstaking qualities of a German, without a German's obscurity. Indeed her style is admirably adapted to her purpose, and the movement of the narrative is vivid and highly interesting. As "a sketch of fourteen centuries, from the fall of one empire at Ravennar to the establishment of another at Berlin," we know of nothing that can take the place of the volume before us. Twelve double-page maps, recapitulations, questions for review, a copious index, etc., add greatly to the convenience of the book.—P.

HISTORY OF GERMANY, by JAMES SIME, M. A. Edited by EDWARD A. FREEMAN, D. C. L. Edition adapted for American Readers. New York: Henry Holt & Co. 282 pp. 16mo. Price $1.00.

This is the fifth volume of the "Historical Course for Schools," edited by Mr. Freeman, a well known English author, the previous volumes being a General Sketch of History, and Histories of England, Scotland and Italy. The praiseworthy "object of the series, is to put forth clear and correct views of history in simple language, and in the smallest space and cheapest form in which it could be done." We are much pleased with this sketch of German History and that of English History noticed a year ago. Histories of France, Greece, and America are in preparation. We think these books will supply a wide felt want and subserve a good purpose.—P.

A JUNIOR CLASS HISTORY OF THE UNITED STATES. By J. J. ANDERSON, A. M. New York: Clark & Maynard. 272pp. 12mo. $1.00.

Mr. Anderson's Histories are already well known and widely used. This nice strong little volume, put up in linen, is made attractive by maps, portraits and views, and suitably provided with questions, notes, etc. The eye and memory are assisted by head lines or titles prefixed to the leading paragraphs, which also aids in topical recitation. As a first book on the subject, we should say it would answer an admirable purpose.—P.

THE LITERARY READER. By GEORGE R. CATHCART. New York and Chicago: Ivison, Blakeman, Taylor & Co. 426pp. 12mo. Price $1.60.

In obedience to the call for a knowledge of "English Literature," a variety of books have made their appearance within a few years of which this is one of the best. It gives a fair synopsis of representative English Literature, and affords examples chronologically arranged of the characteristic style and language of the better English and American Authors, beginning with Shakspeare. Such books are of course unsatisfactory to those who wish to know much of the subject, and are aptly described by the compiler of this one as "a collection of samples." But they often create a better taste for the refining influences of literature, and in this way do much good. The compilation before us is judiciously made, and the mechanical execution of the book is a luxury to the eye and to the sense of touch. It is sent post paid to teachers for examination, with a view to introduction, for $1.00.—P.

DUFFET'S FRENCH METHOD.—(Parts I. and II.) A Progressive and Practical Method for the Study of the French Language. Wilson, Hinkle & Co., Cincinnati. Limp cloth, $1 each volume.

These little books are admirable first for mechanical execution. The method of teaching seems an excellent one, each lesson embracing a vocabulary, rules and idioms and illustrative exercises; also, a conversation in French, for translation; an exercise in turning English into French, and one or more anecdotes or letters. The grammar is learned as needed. At the end, are phrases to commit to memory, and more anecdotes for translation. With a thorough drill, under a competent teacher, we should say the method would produce very satisfactory results.—P.

A BRIEF EXPOSITION OF THE CONSTITUTION OF THE UNITED STATES. By JOHN S. HART, LL. D. Philadelphia: Eldredge & Brother, 100 pp., 16 mo. Price 60 cents.

Dr. Hart's reputation as an author and teacher will commend this little manual to attention, and teachers in this State will find it a very useful help, (at a small outlay) in the duty devolved upon them of teaching the "Constitutions." It supplements Mr. Wright's book on our own Constitution.—P.

LANGUAGE LESSONS FOR BEGINNERS. (Same author and publishers as the preceding,) 79 pp., 16 mo. Price 30 cents.

This little book appears, doubtless, in answer to the growing demand for something more simple and practical in the way of presenting language to young pupils, and meets it well. It were better done by oral instruction, but this book will help teachers who do not feel competent to teach entirely without book, and answer well also as a class book.—P.

ENGLISH GRAMMAR AND ANALYSIS, (same author and publishers as preceding,) 22 pp., 12 mo. Price 90 cents.

Dr. Hart has made grammar and philology a specialty, and this manual is the result of his long research and matured thought. It is a proper sequel to the "Lessons for Beginners," noticed above. As a clear and consise outline of English Grammar, on the commonly received basis, it is well adapted to meet the general wants of schools.—P.

THREE THOUSAND PRACTICE WORDS; a Manual of Orthography and Pronunciation. By J. WILLIS WESTLAKE, A. M., Prof. in State Normal School, Millersville, Pa. Philadelphia: Eldredge & Bro. New edition; 75 pp., 16 mo. Price 50 cents, post paid.

The words selected are such as are in common use and liable to be mis-spelled or mis-pronounced, embracing a good

many proper names. The work is well done, and the book is one that cannot fail to prove very useful.—P.

ENGLISH GRAMMAR. An Advanced Course of Lessons in Language. By MARY V. LEE, teacher in Minnesota Normal School, and HIRAM HADLEY, author of "Language Lessons." Chicago: Hadley Bros., 308 pp., 12 mo. Price $1.00.

This book is intended to follow the "Language Lessons," and admirably adapted to its purpose. We suppose the nearly simultaneous appearance of so many elementary books in grammar, which seek to simplify the subject and make it practical, arises from the fact that intelligent teachers everywhere are ready to say with the State Superintendent of Minnesota, Hon. H. B. Wilson: "I have become perfectly disgusted with the old method of teaching what is called grammar. It utterly fails to secure what it professes to learn, viz.: 'How to speak and write our language correctly.'" This is most true, and we wish success to all efforts like this to inaugurate a reform.—P.

MANUAL OF ARITHMETIC. By WM. G. PECK, LL. D., Professor of Mathematics in Columbia College, etc. New York and Chicago: A. S. Barnes & Co., 208 pp., 16 mo.

The motive to the preparation of this book was the conviction of the author, "that the theory of arithmetic cannot be studied with advantage till the pupil has acquired a certain facility in combining numbers, which can only be had by practice;" and hence the book is entirely practical. As it regards the great body of pupils, we believe the author is right, and we therefore commend the idea to the attention of intelligent teachers. An article germane to the subject will be found on page 339, of this number. The Manual is followed by the "Complete Arithmetic," which discusses the principles of the science in connection with practical examples, and is to be preceded by "First Lessons in Arithmetic."—P.

MODEL READER—Sentence Method. By J. RUSSELL WEBB, author of "Normal Readers," "Word Method," etc. Chicago: Geo. Sherwood & Co., 112 pp., 16 mo. Price 40 cents.

This little book has been out a year already, we believe, and has been warmly endorsed. Mr. WEBB, who is always taking away the thorns that beset the path of knowledge for the little ones, claims that in the idea of the "Sentence Method" he makes a still nearer approach to nature than in the "Word Method," used alone. This looks reasonable, for children grasp spoken language first in sentences and not in isolated words. We should be greatly pleased to know the result of a faithful, persistent experiment in this matter, under intelligent and competent direction. The book, with its colored pictures—chromos—will certainly please the children.—P.

PRIMER, adapted to the Phonic, Word and Alphabet Methods.
FIRST READER, similarly adapted.
SECOND, THIRD AND FOURTH READERS. By E. A. SHELDON, Principal of the Oswe Normal aud Training School. New York: Scribner, Armstrong & Co.

This new series of readers will at once attract attention from their evident careful adaptation to the wants of children, and from the beauty of the illustrations. The first four volumes are 16 mo., and embrace respectively 60, 80, 190 and 224 pages. The Fourth Reader is a 12 mo. of 336 pages. It will thus be seen that the series is very compact and comparatively inexpensive. There are also some peculiar and valuable features in the plan to which teachers and school boards would do well to give attention. Among them is a Manual for the teacher, to accompany the series, which takes the place of the usual introductory matter in reading books on elocution, and saves repetition; also a series of charts, with drill exercises. The general plan strikes us with much favor. Mr. Sheldon is a veteran in the work of elementary instruction, and well considers what he does. The Fourth Reader completes the regular series, which is a most sensible arrangement, and one that greatly lessens the expense to schools; but a Fifth Reader has been prepared for use in advanced classes, where it may be needed. For further information address Thos. Charles, Western Agent, 136 State street, Chicago.—P.

PATTERSON'S COMMON SCHOOL SPELLER and Exercise Book. New York: Sheldon & Co. 160pp., 16mo. Price 30 cts. Exercise Books 25 and 50 cents.

The publishers inform us that the large demand for the "Speller and Analyzer" for advanced classes, has led to the preparation of this book by the same author, Mr. Calvin Patterson, a teacher in Brooklyn, N. Y. We have not space to enumerate all the features of this speller; but we find that it is characterized by a good selection of words and a judicious arrangement, and short and practical rules, valuable suggestions to teachers, and think that it is well adapted to the present improved modes of instruction. The author gives the key-note to the correct method of teaching orthography in the motto, "We Spell as we Write." The Exercise Books are specially adapted and paged to accompany the Speller. See advertisement.—P.

LIPPINCOTT'S for September comes to us looking beautiful as ever, and as to the character of its contents, fully maintaining the high position this magazine has won for itself among the few first-class American periodicals. It contains:

The New Hyperion, from Paris to Marly, by Way of the Rhine, (No. XV.) by Edward Strahan, (Illustrated); A Visit to the Dolomites, by W. D. R., (Illustrated); Three Feathers, (Chaps. 5–8), by William Black, author of "A Princess of Thule;" Glimpses of Genoa, by R. Davey; A Study for the Critics, by James Maurice Thompson; Malcom, (Chaps. 38–44), by George MacDonald; Recollections of Massimo D'Azeglio, by T. Adolphus Trollope; Murillo's Trance, by Margaret J. Preston; Violins and Violin-Players, by Alexander Young; A Troublesome Legacy, a Sentimental Adventure, by Margaret Hosmer; The Bearer of Despatches in London, by Theodore S. Fay; A Tour of Three Steps, by Edward C. Bence; Our Monthly Gossip, and Literature of the Day. Terms: Yearly subscription, $4. Single number, 35 cents. Liberal clubbing rates. Specimen number, with premium list, mailed on receipt of 20 cents. J. B. Lippincott & Co., Publishers, 715 and 717 Market Street, Philadelphia.

SCRIBNER'S for September, contains XXIV articles full of interest and variety. The "Great South" is continued; also "The Mysterious Island." "Our New Normal College," (in New York City), by James Richardson, touches briefly but wisely on educational matters; the stories, sketches and poems are from fair to good, and the editor talks sensibly as usual upon "Topics of the Time," "Home and Society," "Culture and Progress," etc. The editorial part is in fact one of the most valuable features of the magazine, which admirably fills a very large popular want. $5.00 a year. Scribner & Co., New York.

SCHOOL APPARATUS.—We call attention to the very full advertisement of School Apparatus, by Hadley Brothers & Kane, and take pleasure in commending them as honest and honorable dealers.

IN PRESS.—THE KING OF DAY SCHOOL BOOKS,

SILVER CAROLS

BY W. A. OGDEN AND J. H. LESLIE,

The Best, Handsomest and Most Practical Music Book for Day Schools Ever Written; Suited for Every Occasion in School.

It Contains 160 *Pages.*

A Theoretical Department, short, simple and practical.

A Collection of Songs for general use in the School Room, which are bright, lively and cheerful.

A Song and Chorus Department of Sparkling Melodies for special occasions, and the home circle.

A Collection of Rounds, cheerful and entertaining.

With other departments, making it the **Best Singing Book** for Day Schools, Singing Classes and the Home, ever published.

W. W. WHITNEY, Publisher, Toledo, O.

Price, 50 cts. per copy; $5.00 per dozen. The style and make-up of the book will speak for itself. Specimen pages sent by mail free.

EDUCATIONAL and COLLEGE LIST.

Only List, of the kind, published in the United States. For ADVERTISING RATES, send to

T. D. KELLOGG,

General Advertising Agent and Printers' Supplies, 208 BROADWAY, NEW YORK.

A NEW ARTICLE OF

STATIONERY

Soft, strong, white paper, put up in packages of one hundred sheets, firmly bound; most convenient for pencil writing; slate is dispensed with; fine paper saved. Samples by mail, prepaid, 20 cents each. **AGENTS WANTED** on liberal terms. Address T. D. PLUMB, Jr., Madison, Wis.

NEW TEXT BOOKS

FOR THE AUTUMN OF 1874.

PROF. OLNEY'S

INTRODUCTION TO ALGEBRA.

One Vol. 12mo. Price $1.00.

Ready August 25th.

This book is designed *for beginners in Algebra.* Its object is to make clear to the learner at the very outset the *object of Algebra.*

It will make this study, which has heretofore been distasteful to most scholars, attractive at once; by showing them clearly the uses and beauty of this most important branch of knowledge.

This book with "*Prof. Olney's Complete Algebra,*" Price $1.50, and "*Univ. Algebra,*" $2, form the most complete Series *ever published*; and also meet the *wants of Schools and Colleges of whatever Grade.*

PATTERSON'S

NEW SERIES OF

WRITING SPELLERS AND EXERCISE BOOKS,

A COMPLETE COURSE.

"We Spell as we Write."

PATTERSON'S

COMMON SCHOOL SPELLER.

Ready August 15th.—Price about 30 cents.

This book, beginning with the *Simplest Lessons in Bold Type* for printing on the slate, and *Dictation Exercises* in script for writing, will also embrace *Lists of Familiar Objects* on the vowel sounds, *Words alike in Pronunciation* but different in spelling, and *Words Similar in Pronunciation,* with definitions, etc., etc.

RECENTLY PUBLISHED.

PATTERSON'S

SPELLER and ANALYZER.

For Advanced Classes.—Price 40 cents.

THE EXERCISE BOOKS

adapted to the above, are something **Entirely New and Original,** and must be seen and examined to be appreciated.

The **Exercise Books** contain full directions for use, and also for class drill.

Price of the Exercise Book, large size, bound with stiff covers, ... 50c.

Price of the Exercise Book, small size, . . . 25c.

Sample copies sent on very Liberal Terms.

SHAW'S NEW SERIES

ON

English and American Literature.

SHAW'S NEW HISTORY

OF

English and American Literature.

READY AUGUST 25TH.

This book has been prepared with the greatest care by Prof. TRUMAN J. BACKUS, *of Vassar College,* using *Shaw's Manual,* edited by Dr. WM. SMITH, *as a basis.*

1st. It has been put into the **modern text-book form,** and is so arranged as to be used with the greatest facility by Both Scholar and Teacher.

2d. It is printed in **large, clear type,** and the leading parts are brought out prominently by the use of **black-faced type** for catch words.

SHAW'S SPECIMENS of AMERICAN LITERATURE and LITERARY READER.

GREATLY ENLARGED.

By Prof. BENJ. H. MARTIN, D. D.

One vol. 12mo. Price $1.50.

READY AUGUST 25TH.

HOOKER'S

NEW PHYSIOLOGY.

REVISED, CORRECTED, and put into the most perfect form for text-book use, by Prof. J. A. SEWALL, *of the Illinois State Normal School.*

One Vol., 12mo., Well Illustrated. Price $1.60.

READY AUGUST 25TH.

We also publish the following:

Lossing's Primary History of U. S. 528 pp. $1.00.

Lossing's Gram. Sch. His. of U. S. 288 pp. $1.25.

Lossing's Com. Sch. His. of U. S. 378 pp. $1.75.

No pains or expense have been spared in preparing the *Maps* and *Illustrations,* and they are now submitted to the public in the belief that it is not possible to produce a more *perfect* series of *Histories,* either in *literary merit, adaptation* to the wants of our schools, or the elegance of illustrations.

Shorter Course in Arithmetic.

Stoddard's Primary Pictorial Arithmetic, 30 Cts.
Stoddard's Combination School Arithmetic, 75 cts.
Stoddard's Complete Arithmetic, $1.25.
Will furnish a full and thorough series of Arithmetics for graded Schools, $2.30.

TEXT-BOOKS ON GOVERNMENT.

Alden's Citizen's Manual, - - **50 Cents.**
A Text-book on Government, in connection with American Institutions, adapted to *Common Schools.*

Alden's Science of Government, - - **$1.50.**
In connection with American Institutions. Adapted to the wants of High Schools and Colleges.

COLTON'S NEW SERIES OF

GEOGRAPHIES.

The whole subject embraced in two books.
With *three Full Sets of Maps,* each separate.
Study, Reference and Railroad Maps.

☞ *Send for complete School Catalogue.*

ADDRESS, **SHELDON & COMPANY, Publishers,**
677 BROADWAY, NEW YORK.

WISCONSIN

JOURNAL OF EDUCATION.

VOL. IV. OCTOBER, 1874. No. X.

REPORT ON UPPER SCHOOLS.

(Read by Rev. Geo. P. Hays before the National Association at Detroit, Aug. 4th, 1874.)

The work assigned to this committee is not one of rhetoric, but of practical affairs. In every State in our Union some provision is made for common schools, and in very many this provision is very complete; in all there is a sentiment which will demand constant attention to this matter. So far, therefore, as instruction in what are called the "ordinary English branches" is concerned, the forces at work are quite adequate to their task.

The same is true in regard to collegiate education. There is more than an abundance of colleges, for both males and females, with faculties well able to impart more and higher instruction than their pupils are able to receive. So the professional and technical schools of our country are fully able to meet the demands on them, and are likely to be multiplied as fast as the demand increases.

But between these two, the common school and college, there is a gap for which the provision is very insufficient. Our correspondence indicates that the lack of these intermediate schools is universal and is recognized by the mass of our educational men. From all sides college presidents and professors, high school men, principals of academies and public persons write to us expressing their gratification, that this, which some characterize as the great practical problem of the day in education, is attracting attention. The modes by which this intermediate education is now provided vary very much in different sections of our country, but may be classed in four divisions: First, by preparatory departments in the colleges; second, by academies established either by public or private enterprise, and intended to meet this want with others; third, by high schools, designed to carry those who finish the common school course a step farther; and fourth, by private tuition given by those who take this on in addition to their avocations, such as ministers and other educated men. With regard to the first of these little need be said, further than they are generally looked upon by college men as expedients adopted for the present distress, to be abolished as soon as the work can be satisfactorily done otherwise. Of course each college that establishes them will so organize them as to make them efficient in preparing students for their own higher classes; and uniformity in them is to be secured only by securing uniformity in the college course of study. Of the last, private tuition, little need be said, for the course is decided by the pupil and not by the teacher, as it is generally done for an accommodation and not as a business, and therefore the pupils name the course of study and the teacher simply follows it.

For any general system, therefore, we must look to the academies and high

schools. In the circular issued by this committee soliciting information the question was asked whether anything could be done by the colleges in the way of bringing their course within the reach of the schools in their vicinity. This was accepted by many as an intimation that your committee were possibly in favor of lowering the course of study in the colleges, and for that question we have been pretty sharply taken to task. In no instance has that interpretation been put upon the question and received with favor. It is surely much to the credit of the academy and high school men that, while lamenting that they are often unable to do the work as they long to do it, they should yet protest against any coming down, but urge, as several do, that the colleges should maintain if not elevate their standard, and "so drag the academies and high schools up" to the right position. One suggestion in the way, not of a lowering but rather of a modification, came from two or three quarters in the form of this question, whether the colleges might not substitute some of the branches now taught further on in the course for the Greek now required for entrance—and this on the ground that the Greek would then be better taught by a college professor, while the total work for the graduate would be the same. Your committee do not recommend such a modification, but insert the suggestion here that it may be before the minds of those interested in this subject.

At first sight it would seem the most natural thing in the world that this work of intermediate education should be done by the high schools and academies. We might well say what work have they if not this. It may be worth our while to look for a moment at the reasons for their failure. Chief among these is the fact that on all sides it is too much overlooked that the colleges and common school people often think of and speak of each other as engaged in two entirely diverse callings, no more dependent than phonography and railroading. Both forget that the one is mining the precious metals and the other refining them for use. As a result, the high school affiliates with the common school, and the academy with the college; and the college and the common school are utterly indifferent to their mutual interests. So the teachers rarely ask the professors to their meetings, and the professors, perhaps, may rarely go when they are asked. Thus made indifferent by distance or alienated by jealousy and ridicule, both go on at a poor dying rate, while the young people who ought to enter the common school at from six to nine, and the high school or academy at from twelve to fifteen, and the college from sixteen to twenty, from the want of a stimulus of a direct course before them and an encouraging teacher beside them, drop out with all the egotism of a half education, knowing too much to be drudges and too little to be good for anything else. What is needed is that there should be an ample supply of first-class common schools, to which all who will may go, and those who won't shall be compelled to go, and out of which a large number who have the taste, ability, and opportunity shall be urged to go on through the intermediate school and the college, so that we shall not merely have educated ministers, lawyers and physicians, but also that society shall be pervaded and penetrated with the elevating influence of refined merchants, mechanics, agriculturists and energetic business men in all callings. Our educational interests are thus a unity to be enlarged and strengthened by a co-operation, and to be weakened and destroyed by division and controversy. A great point would be gained if public opinion could be made to believe in the vast importance of this dove-tailing together all these parts of our educational system, so that from the rudiments to the highest researches the rise shall be gradual, but direct and inviting.

Your committee believe that for this systemizing of the educational work the main attention should be given, as the main reliance must be placed, upon academies and high schools. Neither one of these is so decidedly the best that it will prove the best in all times, places and circumstances. We shall, therefore, discuss

both, leaving all parties to adopt whatever course is best adapted to the wants of their own locality. We begin with high schools because, being established by law and supported by taxes, they are available whenever there is sufficient public sentiment to demand them. Already they are established in most of the cities and large towns. No additional buildings are needed and no extra organization. The machinery, where it exists at all, only needs a little adaptation to do this work without friction or any large expense. The principals of these high schools generally come frequently and prominently into contact with the pupils of the lower schools, and so could easily turn the attention of the sholars to the importance of a high school and college education. In many of the Eastern, and in some places in the Middle and Western States, there are high schools doing a noble work for their community in this way. Moreover, if this work was laid upon these high schools they would secure a much better grade of service from their principals. The principals of our high schools are made up largely of two classes—one, a set of old people who, by dint of long labor in lower schools, have at last obtained sufficient knowledge of the text books and of methods of government to do their work passably well, but without any great enthusiasm; the other of men and women, young and old, of force and brains, ambitious to do good work well, but impatient of the low grade of teaching and studies to which they are tied, financially cramped by their limited salaries and disheartened by the prospect of a monotonous future, and therefore ready, very many of them, to forsake the work at the first opportunity. If now to these last were given from one-half more to double their present salary and this higher grade of work, they would make it a profession for life, and take pride in doing it and all their work so well that throughout every school below them would be felt the influence of their elevated self-respect and devotion to the work. All history shows that in education enthusiasm works down, not up, and the place to make improvements, therefore, is at the head of the organization. By this course, therefore, you not only ennoble the work of your principals, but, carrying forward their pupils to the colleges and professional schools, the intercourse between the teachers and students of these higher and lower schools will immensely benefit all.

In order to fairly understand what few modifications are needed in our high schools to enable them to prepare their pupils for college, we must look a moment at the present course of college study. It is pretty well settled at present that there are to be two courses of college study—the classical and the scientific. Many colleges announce four or five, but for our present purpose there are but the two above named, as the preparation which would fit a young person for both of these would be sure to admit him to any of the others. For both these courses the thorough mastery of algebra, and more or less of geometry, is sufficient in mathematics, and all of this is generally well taught in good high schools. In that direction, therefore, no change is needed. In addition to this in mathematics, the scientific courses require generally some knowledge of a modern language, usually German, though this is not always insisted on, and a good knowledge of physical geography and other studies such as are generally taught in high schools. We believe it is not too much to say that at present in every section where there are high schools, a conference between the representatives of neighboring colleges and the authorities of the high schools, if entered into with a disposition to harmonize views, would result in the adoption, by both high schools and colleges, of such a course of study as would greatly aid both—enabling the colleges to secure from the high schools well-prepared classes for their scientific course, and enabling the high schools to place before their pupils a course of study inviting them to continue their studies and quickening their ambition while pursuing their studies in the high school. The importance of this

careful and intentional adjustment of these courses of study is likely to be overlooked. Young people are extremely apt to absorb notions unconsciously to themselves, and if the high school course is set before them and talked about among them as the end and completion of their education, the tide will so set toward having some definite occupation immediately after graduating at the high school that an immense majority will go out from the high school into their business for life without ever thinking over the question of going further. The very word graduation is a mistake; college men have learned the necessity of continually reminding their students that their graduation by no means completes their education. If, then, the pupils of the high schools who do not study the classics were put into a course of study avowedly preparatory to a subsequent scientific college course it would be the very best for them if they were able to get no further than the high school, and yet would put them into a current whose tendency would be to carry them right on through a good education. This course would cost not a single additional dollar of expense. It would produce only good results on the scholars, while it would go very far to quicken the earnestness of the teachers, as they would then be in the direct line of promotion. When vacancies occur in college faculties, their authorities would naturally seek to fill their chairs with those whose ability to teach had been proved by the excellent drill of the students they had sent up to the college. As that is the point where the bringing of the colleges and high schools into immediate contact is most feasible and inexpensive, it is urged first and most earnestly on the attention of all concerned.

In regard to securing the modification or enlargement of the high schools so that they shall fit their graduates for the freshman class of the classical course of the colleges the case is not quite so plain, and yet is neither so difficult nor expensive as would at first be supposed. As to mathematics, they are now able to do and are doing all that is required. It only remains, therefore, to consider the classics, Latin and Greek. As to how much Latin and Greek is required, that depends very much upon the previous education and age of the pupil. No college can wisely fix either an amount of authors or a length of time; for a young man favored with good common school education will, between sixteen and eighteen years of age, acquire a better knowledge of Latin and Greek for the purposes of his future study of the philosophy of these languages and of language in general than the same boy would have done between the ages of eleven and fifteen if his early training had been defective, although in those four years, between eleven and fifteen, he had read twice as many lines as he did between sixteen and eighteen. It gives us little information to say that a college or school expects two years of Latin and Greek. It is one of the perplexities with which we are vexed to make parents and the public understand that a boy of fourteen is pretty certain, in the four years of a college course, to fall far behind and perhaps drop out a class of young men of eighteen or twenty, many of whom may neither have spent half as much time or read half as much in amount as he had. Experience indicates that a limitation of age for the American boy is a very good thing. There is, however, another way of reaching a conclusion much more reliable. A thoughtful examination of the high schools and colleges will show that, though neighborhoods and States differ, those in the same neighborhoods and States bear about the same relation to each other. In other words, the high schools of the West are as near to the colleges of the West as the high schools of the East or South are to their colleges. In all sections there are now high schools, many of them fitting their pupils well for their neighboring colleges. Now, comparing these best high schools with the average in their respective States, we find that their principals spend from one-third to one-half of each day in this preparatory work which is not attempted in the others. To put it in a different

form, any school board can enable their high school to prepare their children for college if they will employ a teacher costing about half the salary of their principal to do the inferior part of his teaching, and leave him to devote half of his time to this work. There is probably not a single high school in the land that would have any difficulty in getting the work done if they offer an addition of 50 per cent. to the salary of their principals, if they would do it, or have it done. If they would double their present salaries it would be accepted instantly, and the work done thoroughly. There can be no doubt that this is practicable. It is done so now, and "what has been done can be done again."

There are three chief difficulties in the way of success in these plans. The first is with the high school people themselves. Many of them seem to think it degrades them to say that colleges or anything else does anything to complete the education they give; so they are ambitious to have their own schools the top of the system, and resist everything that implies a superior to themselves. In all this they make themselves ridiculous. Calling it the completion of a course of education does not make it so—names do not change things. All that comes of such feelings is to pamper a blind pride and injure their pupils. No high school teacher is fit for the position who ever intimates to his pupils any other end of their education than a life of special and professional study of the business which they follow. A housewife who does not interest herself in the chemistry of the cook-book and entomology of moths is no honor to her calling. The college is only one link in the chain of learning. It is utterly disreputable that between these two—colleges and high schools—there should be anything but co-operation.

Another difficulty is in the normal schools. These being the professional institutions of the teachers, their course of study would seem naturally to fix the limit of the high school course. The public expects the graduates of these normal schools to be model teachers, and it seems very plausible to say that if the State does not put it in the normal course there is no sense in having it in the high schools; and yet in a majority of the normal schools no Latin is taught, and probably in none is any Greek required. This is a very serious practical difficulty. Beside the plausible argument which is thus put in the mouth of ignorant men in school boards, selfish normal graduates take up the same cause and denounce the idea of having a grade of studies in the high schools higher than in the normal schools. Our correspondence has revealed the fact that very many normal school men see and appreciate this want in their course, and are striving to obviate it. They deserve our utmost co-operation. There legislation must be had, and success there is the sure precursor of success elsewhere.

The other difficulty is one which afflicts our whole system of State schools. It is the interference of gutter politicians with these matters about which they know nothing at all. Pandering to the prejudices of the rabble, for the sake of votes, they perpetually criticise and quarrel with every effort to elevate our schools, and so annoy able and sensitive teachers that they are driven out of the field, and it is then confided to such incompetent hands that its course of study must be lowered or they cannot teach it. Our hope is in that intelligence of the American people which will lead them to keep in office the men now in office who have broad views of these questions, and to guard with unceasing vigilance against the admission to educational offices of those who are low enough to make it an instrument for mere party promotion. When directorships and teachers' chairs come to be part of the spoils of a political victory, an end has come for the time being of the value and effectiveness of this boast and bulwark of American liberty.

With these possibilities before us, and these difficulties in our way, the duty of every friend of public schools and higher education is plain. The question must be agitated and the value of this connect-

ed symmetrical system pressed on public attention. The high schools in every neighborhood where it is practicable should be reorganized for the work. Teachers should set the facts and figures fully before their boards of directors. College men should take an active personal interest in all forms of the educational question and help every well-directed effort, and those holding political office and influence, who appreciate the importance of these questions, should be urged to exert themselves to bring about the desired result. The combination of the whole educational force of our people is all that is needed to secure the proper result.

But high schools have so far been found scarcely possible in rural districts, and such high schools as are indispensable for the work are at present impossible in very many places. Besides, there are very many who prefer private schools to public on special grounds. For vast districts, therefore, the only method available is by academies. These academies were the original plan before the adoption, to any considerable extent, of the present free school system, and so far as they were able to reach it they did the work very well. The growth of the free school system has, however, brought about their decline in two ways: First, by drawing off a large part of their patronage, thus reducing their income, and second, by engendering a dislike to paying such rates of tuition as would furnish competent salaries, and so further reducing the income, until now it may safely be said that an efficient academy, depending solely on its tuition for its income, is scarcely to be found. Good endowed academies there are in many places. Good academies there are conducted by men who derive a large part of their livelihood from other sources. Good boarding schools there are plenty of them where the income affords a handsome profit over and above expenses; but an academy dependent on tuition alone and paying a fair interest on the money invested in buildings, books and apparatus and competent salaries to its instructors, is hardly to be found in this country. Something ought here to be said about boarding schools as a solution of the difficulty of keeping alive a good academy. Probably every boarding school in this country which is efficiently and economically managed is a source of profit. Of course an incapable man or woman unable to teach or govern, and not careful against waste and extravagance, will break up at it; but in every part of the country, often two in a town with a high school beside them, these boarding-schools are making their projectors a good profit, and many are actually growing rich, a thing almost unheard of amcng educators. Wherever, therefore, the need of an academy is felt and no other method is available, this is always at hand if the right person can be found to take charge of it.

When the question comes of securing the permanent efficiency of an academy devoted to instruction alone, our information enables us to give a pretty definite reply. One of the queries in our circular calling for information was, "What amount of endowment would secure permanency for an academy in your region of the country?" The replies to that, though differing vastly as to amounts in money, all indicated this result: that what was needed was endowment enough to pay, by its income, the salary of the principal. Where money interest is low and living high the figures were high, and where interest was high and living low the figures were low in the replies. Given income sufficient to pay a good salary for the principal, and that beyond reasonable peradventure, and anywhere in this country an academy can be maintained, preparing its pupils for the college classes in any institution in its neighborhood. Of course any amount beyond that could be most advantageously employed in additional facilities; but we believe this is the least that will insure the permanent success of such an institution. As for buildings, in every region there is some neighborhood or village where the residents would furnish them if offered the location on those conditions. Indeed, if either is to be left to doubt, it is probably

better to make sure of the endowment, for good teaching can be done in any kind of a building, and will be if a good salary is secured; but there are fine buildings now either vacant or turned into some other use, because there was nothing to pay salaries with, and the tuition was not sufficient.

To secure this needed endowment to pay the salary of the principal two ways are open: The first is by directing the attention of liberal men of means to the importance of this matter. It is cause for profound congratulation that our country has so soon in its history reached that stage in civilization when many rich men recognize the obligation their wealth has laid upon them to promote the welfare of society by advancing learning. Already the East has arrived at this degree of progress, and it is coming fast in all parts of our country. Money is given every year by the million. Just now the rage is for establishing colleges which are not needed, and overlooking academies which are. Moreover it takes half a million to found a college that is worth the founding, while $20,000 to $50,000 offered on condition that the community where it is located will raise an equal amount will organize a first-class academy, doing more real good than four times the amount put into a starving college. It would be a great matter if this point could be kept before our people in the religious and literary journals. If in any region the offer of an academy was not accepted the sum named left to trustees to be expended in special instruction in connection with the nearest and best high school would be always sure to do the work.

The other method is by securing a grant of State aid to the extent of say half the sum required annually. It is not good policy for the State as a rule to undertake the whole work in this department of intermediate education. It leaves it unnecessarily exposed to political influence —confines it to a comparatively small number of places, and leaves the people to take it as a matter not deeply interesting them—while tendering them a sum equal to their own contribution quickens their efforts, develops their interest, doubles the number of places that can be reached, and in each case doubles the amount expended in the cause by drawing fourth the gifts of the people. Indeed, whether the State proposes to have the work done by academies or high schools, there are these and other strong reasons why it should use its own appropriations to promote the efforts of the people, instead of as a substitute for them. Neither the liberality of the State nor the charity of private individuals is administered for the largest results unless it is employed to develop to the utmost the efforts of those receiving the benefits in the direction of self-help.

We have thus given, as nearly as possible, within the limits assigned, the results of our correspondence and information on this subject. Its importance cannot be easily overestimated, and is increased by the general neglect of it and the difficulties surrounding it. The indifference respecting it is largely the result of the prevalent popular incredulity as to the value of anything beyond common school education. Time cannot now be had to argue the value, moral, social and financial, of the higher education, but it ought to be done. There are some questions that must be constantly rediscussed, and this is one of them. Its utility is not obvious in the immediate production of food and clothing, like farming and manufactures, and yet it is not less indispensable to the prosperity of a nation, and far more remunerative to the individual. If we are to have this higher education, this intermediate cannot be dispensed with unless we are to experiment on the folly of trying to build our educational system with the foundation story of the common school, and the second and third stories of collegiate and professional instruction, and leave out the first story of high schools and academies. Foundations without superstructures are not much better than superstructures without foundations, and to expect the two to stand with emptiness between them is the American folly of to-day. Let us be wiser hereafter, and unitedly, for the

sake of the scholarship of the future, carefully examine the peculiarities of our own field of labor, and then co-operate with every effort to supply this defect in our system—the absence of any method of furnishing to all who seek it this intermediate education.

CULTURE IN COMMON SCHOOLS.

BY MARTHA A. TERRY.

[Paper read before the State Teachers' Association, July 17, 1874.]

In the right application of words, culture is identical with education, since both words imply development rather than addition, nourishing and strengthening innate life and beauty rather than using extraneous adornment. By an almost universal metonymy the sign grows into the place of the thing signified, filling it so completely that the real king is forgotten, and the usurper is believed to have been from eternity. The study of books and facts, appliances to aid in securing the culture which should be the aim of the work, has so received the name of education, and is too often pursued exclusively for its own sake.

The ability to deal with negative exponents, to apply the law of diminution of force, to locate in time and space, Magna Charta and Marathon—such power is not culture. It may be an indication of culture; the effort required to gain this or similar power must have been the means of culture; but these signs and means differ from culture as the seed of the farmer, his implements and his labor differ from the waving grain which is the beauty and the glory of his broad acres. Seed and implements he must have had —the field white unto the harvest is their witness, witness which cannot be replaced by a handful of his seed-grain and the earth-stains on his plow-share.

If education is a thing worth time and toil, it is so because of its power to develop mind. The theories of education in which teachers figure as encyclopedias, and the work of teaching is held a process of transferring facts from one memory to another, maintain at present, slight hold upon educators. But culture in its broad and deep meanings and its far-reaching forces is too generally regarded as a fantastic vision of unoccupied minds. Yet there are some who believe that it is possible to bring this very culture into close relations with everyday life; to fill up the measure of existence with its pure delights; to pre-empt the brain soil of the child before it has been crowded with useless growth, and plant there germs that shall grow and strengthen with each rolling year, till they shall become cool shades filled with perfume and song. It is in view of such possibilities that it becomes us, who have chosen the profession of teaching, to consider the responsibilities which this choice lays upon us. It is not for us, a question of transferring arithmetic and geography in bulk to the mental storehouses of the children under our control. We must ask, rather, how much mental growth shall be attained by these little immortals, what new force shall they compass, how much shall they comprehend of the workings of man and of nature, of how much original investigation shall they be capable.

The facts which we use as *stimuli* to the mental powers may pass out of mind entirely in the work of life; the influences of the days spent in the study of these facts will outlast earth and time, and give the key-note to the song of eternity.

In choosing ways and means for our work, it is of the highest importance that we should seek such studies as are aids in directing the thoughts of pupils into ways pleasant and profitable. The study of language commends itself at once as especially adapted for this purpose. Since thought is formless without words, words must be an important consideration in the effort to awaken thought, and actual experience shows that growing thought power keeps even pace with the power of expression.

The time-honored excuse of the lazy student, "I know, but I can't tell," has fallen from its high estate, and formless ideas are no longer receivable in place of definite knowledge. It is not enough that the student has caught a passing glimpse of a great fact, nor is the duty of the

teacher at an end when the student has learned to investigate for himself the relation of causes and effects in nature. The power of clothing ideas in words is a necessary part of the training of every child, and as a foundation for successful effort in other directions, it is indispensable. Using right words in right places is at first a mere effort of memory, but the use of the reasoning powers can be gained in this direction sooner than in any other. A three-year-old boy, who could not distinguish the sounds of *f* and *s*, recognized without difficulty that the verb "want" had different meanings when applied to sugar and to water, and he learned in the same connection that our needs are more potent in moving sympathy than are our desires.

Many words suggest their own meanings, and the intuition of childhood is quickened by the effort to gain from a given word its hidden idea. This power of isolated words is multiplied many times when words are associated in sentences. The ideas are broadened by the perception of the varied meanings which changing relations give to the same word. Tied down no longer to the one bare notion which came with the word originally, the child sees this thought germ grown into many branched life and beauty. His intuition gains still broader scope, and he gathers the character of a word from the company it is keeping, thus learning a lesson in life. The primary conception of philosophical relation comes when he sees that the meaning of a sentence is affected by the arrangement of its parts, and that "James struck John," and "John struck James" cannot be used interchangeably. He has begun the ascent of a mount of revelation, from whose summit, now, blue with distance, Imperative and Potential, Adverbial Phrase and Indirect Objective, shall be seen some day in clearness, without confusion in outline or interference in perspective. Other relations shall grow familiar as a result of such study. Every verbal brotherhood has its counterpart outside of language—the ties binding words are not closer than those existing between the objects for which these are named, the relations of language and the relations of nature.

Active life offers to the young many temptations to stray from the pursuit of a noble idea. A clear conception of true life, made a power in controlling desires and directing ambition, is a mighty safeguard against evil influences. The study of language affords the teacher an opportunity, greater than any other branch of study presents, to exert a powerful influence over the standards of right and wrong forming in the young mind. This power over the thoughts of others is attended with responsibilities not to be lightly estimated. If the thought fountain can be kept pure, if the beautiful, the good and the true can be made to appear altogether lovely, if the young heart can be inspired with high motives and filled with enthusiasm by the contemplation of noble deeds and stainless character, then is the teacher's labor thrown on the side of good in the warfare which comes for the possession of each human soul.

The power to direct the language of the student is incalculably beneficial if rightly used.

If a censorship upon the minds of men were dossible, a wonderful change in the world's life would follow. To shut out from audible expression the coarse, the harsh, the cruel, the revengeful, would be to smother the disturbing passions and bury them in oblivion.

"As a man thinketh, so is he," and as a man sayeth, so he thinketh. Not all at once, nor wholly it may be—but in time, the habit of soft words will overcome angry passions; constant repression of irreverent speech will strengthen the power of worship. The rule proves its universality by working the other way also, with fearful accuracy. With what care then, knowing the power of evil, should pure and reverent language be made familiar to the young.

The judicious study of foreign languages is powerful in filling the mind with subjects of ennobling and refining thought, and so, indirectly, influencing the life. It is a matter of regret that

many who might thus reach a high intellectual plane, are barred from its delights by unfavorable circumstances. But under the influence of a wisely directed ambition culture is not impossible, even in the face of poverty and disaster. Study of the vernacular will aid much in this work, but this study must be guided by one who is in sympathy with its needs, and who has himself caught the inspiration of moral beauty from close contact with the spirit of the immortals. No school work can be held unimportant since this element of culture must enter into its whole routine. Definite thought and exact expression are to be first sought, but beauty of style cannot be neglected. Every exercise of the school-day should be clothed upon with a living body by the feeling that every word which the child speaks or hears is making its ineffaceable mark upon his character. Some branches of study, in which language is the avowed end in view, offer superior opportunities for such cultivation. Grammar, the weary work of past days, may thus be made alive and lively. The child, making his own examples, or seeking them in his daily associations, catches the reason why in half the time that he can gain it from the formal sentences of the book, and makes application of the principle with far greater accuracy. Slates and pencils in the hands of twenty wide-awake children, with a teacher who can at least keep pace with their thoughts, will furnish more knowledge of the structure and use of language than can ever be gained by the study of formal rules.

Reading classes offer a still more delightful field for such labor, for, in addition to the quickened intuition of the child, and the eager interest of the teacher, direct contact with superior intelligence is available. Here may be taught the lesson of catching the spirit of another, and putting one's self in another's place. The child is dull beyond ordinary experience who cannot thus be led into the upper regions of pure air and clear sunshine, and made sensible of the exaltation of spirit. Fine shades of meaning then become observable to the student, the tender and pathetic moves his sympathies, and his sense of humor grows keen and delicate. The power to express the thought of others in his own words may be trained here; its next of kin is the power of clothing his own thoughts in words. This work, which is slow in execution, has its proper beginning with the beginning of school life. Too many theories of language culture imply advanced age in students, and then force the teacher to do the thinking for the class, to pour into open and empty minds the associations and suggestions which earlier training should have prepared each student to discover for himself. Too often does this exhausting effort equal, to the teacher, the torture of the Danaides, compelled for ever to fill sieves with water.

When training in language begins with its first use, and is faithfully pursued through the early years of school life, adapting itself to the growing powers and needs of its subjects, then high school students, no longer highly polished machines, valueless for any purpose except for testing the motive power of their instructors, will be, in their generous culture and broad capacities, living witnesses of the skill and power of their early training.

Such, then, should be the aim of the common schools. Not to fill mental storehouses, not to delight pleasure seekers, not to afford asylums to the indolent, was our common school system conceived and executed. But to awaken thought, excite investigation, stimulate and direct ambition; in fine, to put the masses in possession of their own powers. This is the gift which the State, relying upon our aid, would give freely to her children. And when the drill of school life is over, when our work, incomplete as it must ever be, has reached its "Finis," its good results will be only beginning. Students who take with them into the world highly developed and carefully trained faculties of memory and attention, keen and delicate perceptive powers, cannot fail to be active participants in the busy life around them. They go out with instruments well

tempered, with powers well trained; they bring skilled labor to a ready market. For such culture, such ability, the world has ample room.

The learned professions, in spite of the fact that a large proportion of college graduates enter them, still demand more cultivated men. The educational force of the country is lamentably in need of such culture—can we give to others what we have never gained for ourselves? Can we make enthusiasm which we have never felt; move sympathy when our own sensibilities are blunted by misuse; touch the chord of honor in the hearts of others when we are utter strangers to its vibrations in our own hearts? More than all, is this culture needed by those who have never felt the want of it; whose lives, bound to an increasing succession of toilsome days, lack the inspiration of the noble purpose which consecrates the most menial labor. Every student who takes this blessing into a humble home, makes a new center of civilization with a fire kindled at his own hearthstone.

They are great and noble indeed, who stand at the head of a nation, leading on to glory and renown, but higher, truer benefactors are they who carry blessing, beauty and peace to the homes and hearts of a people.

LESS GRAMMAR AND MORE LANGUAGE.

BY S. R. WINCHELL, MILWAUKEE.

Which is it, grammar or language that we want to have taught in our schools? Which are we teaching? We want our pupils to know how "to speak and write the English language correctly." But is that grammar which teaches the art of correct speaking and writing? Not as we are teaching it. Parsing doesn't teach us to use words correctly. It makes us familiar with the rules of syntax, perhaps. But what do we learn the rules of syntax for? Isn't it very often that we may be able to repeat them in parsing? And what is parsing? Nothing, in English. The English language doesn't give us a chance to parse. We try it sometimes so as to see and remember how the rules of grammar apply to the English sentence, but what boy would ever think of making such rules, or of the necessity of any rules, from his study of the English language? He may be able to parse according to the rules of grammar every word in Pollock's "Course of Time," and yet know nothing about English and not be able "to speak and write correctly," as the experience and observation of all teachers will testify. The study of the grammar doesn't help the boy at all in the use of his vernacular. After he has learned how to speak, write, read and understand "good English," then it may be time to commence the study of grammar, though it will be difficult then to find it, if he confines his search to the English language. He would better let it alone and go on studying language. After a time he will perhaps be able to write in his native tongue. Of what value are definitions, parsing formulas, and analytical diagrams to one who is desirous of learning how to comprehend the great authors whose works are before him. Who ever learned to write or speak, even "correctly," by studying grammar? Did Shakspeare? Did Dickens? Did Everett? Did Emerson? Did not these men owe their superiority far more to their own reflections than to the precepts of grammarians? Why not teach the boys and girls how to write—how to construct, arrange and rearrange sentences? Grammar belongs to the High School and College, not to the intermediate school. "Language Lessons" should be substituted for "Common School Grammar," and "English Composition" for "Parsing;" then let grammar, rhetoric and logic follow as their natural complement.

Which is violated here, grammar or language?

"Dr. D. then introduced the *lady* of a missionary."—*Dr. Curry.*

"Sound of all others most delicious to his ear."—*G. W. Curtis.*

"If we may credit the picture drawn of him (Piso) and his colleague Gabinius by Cicero, two such infamous men never disgraced the office of consul."—*Forsyth.*

And this:—"We never expect to be a saint ourself."—*Milwaukee Sentinel.*

These expressions and scores of others like them are found scattered over the pages of our newspapers, and even our books, so recklessly that it is only necessary to glance at the page to find them, and yet their authors may know very well all the rules of grammar.

Let us teach the nature and use of the English language, the meaning and force of words. Let us stop trying to decline, and conjugate, and parse, under a mistaken notion that when we have learned how to do that we shall be able to take the words and put them together according to rule and construct a forcible or a beautiful English sentence. Let us give some attention to what the language really is, and then study its philosophy and deduce our rules if we can; for the language is first and grammar second. Language doesn't obey the rules of grammar, but grammar must conform to the caprice of language. Example must precede precept. Practice must lay the foundation of theory, for facts are the stuff out of which rules and theories all formed.

If the study of grammar as pursued in most of our schools is the natural way to learn the correct use of language, then why not commence earlier with the child, and put the grammar book into his hand in infancy? Synthesis follows analysis. Science was born before art.

INSTRUCTION IN AMERICAN HISTORY.

BY PROF. W. F. ALLEN, STATE UNIVERSITY.

(Read before the State Teachers' Association, July 17, by Prof. Kerr.)

To propose a method of teaching American history is about the same thing as to give a sketch of that history: for the thing to be determined is just what facts to teach and in what order to teach them —selection and arrangement,—and this selection and arrangement of facts will amount in general to an epitome of the subject. The amount of detail to be learned must vary with the amount of time to be spent; but there is this general difference between the history of one's own country and that of any other country, that there is hardly any point of detail in American history so trivial as to be utterly valueless to the American boy, while much of the detail of foreign history is worse than useless to him. But whatever the degree of minuteness with which the study is pursued, the method will in either case be the same. The foundation to be laid must necessarily be a clear and accurate knowledge of certain leading facts and events.

The analysis to be now presented contains nothing new, but may be of service in assisting teachers to lay out their work.

The first point to be made distinct is the great division of American history into three periods—the Colonial, the Revolutionary, and the Republican. Sometimes a fourth period, that of Discoveries, is prefixed, and of course the discoveries should not be neglected. Still they belong rather to European history than American, for the simple reason that there was no America at this time, except as a geographical division, and that these enterprises were purely the outgrowth of the social and political life of the nations which entered into them. An acquaintance with the discoveries is indispensable as an introduction to American history, just as an acquaintance with contemporary European events is indispensable as throwing light upon every stage of the nation's career; but American history properly speaking begins when a permanent local community was established, and, as when we say America, we commonly mean the United States, American history, in the sense in which we use the word, begins with the first permanent settlement within the limits of the United States. From that event to the present time there has been a continuous historical stream.

The three periods here described will naturally be subdivided, but it is not well to make the subdivisions too minute; and what is important to observe, is that each period demands a quite different treatment.

I.—THE COLONIAL PERIOD.

Here we have a two-fold division. In the first place, colonization ended with the English Revolution (1688), the settlement of Georgia, which came late, being

an exceptional and isolated event. There are therefore two lesser periods, separated by this date, which we may call that of Colonization and of Colonial Life; these again are very distinct in their mode of treatment.

The history of Colonization should be treated by groups. The colonies falling naturally into four quite independent groups. 1. Virginia and Maryland, whose history is necessarily bound together, and whose character is not essentially different—representing, as both of them did, the Cavalier and High Church (or Catholic) element of the English people. 2. The Dutch group—New York to Delaware. 3. The New England, or Puritan, group. 4. The Carolinas. Each of these groups has a character and history of its own, and can be treated with hardly any reference to the other groups; and it is only by fixing this classification firmly in the mind, that the student can thoroughly comprehend the party divisions and combinations of the Revolutionary epoch. I think it is best to follow out first the history of each group by itself, and then to review them in combination, so as to present the synchronisms clearly to view. For this the blackboard will be very serviceable.

For the second sub-period (1688–1763) the chronological order may be followed; the key here is to be found in contemporary European history, and the student will grope blindly among the successive French and Indian wars, unless he is taught how they were mere outgrowths of the mighty contests of the nations of Europe. Another important aspect of this period is to be found in the government of the colonies. The three forms of colonial government which existed, and their effect upon subsequent development, are a subject of the first importance. And great significance resides in the fact, already alluded to, that after 1688 we may neglect the classification into groups, and treat the colonies as a whole. The tendency towards Union was manifesting itself, however unconsciously.

II.—THE REVOLUTIONARY PERIOD.

This period, from 1763, the date of the Stamp Act, to 1789, the formation of the Constitution, falls naturally into three divisions—the War of Revolution itself, the acts of aggression which led to it, and the uneasy years of transition under the government of the Confederacy. The first and third of these require none but the simplest treatment; the war itself, like all wars, should, so far as its military operations are concerned, be treated by campaigns, or series of strategic operations, rather than purely chronologically, by years. Of these series of operations there are four, about which all the military events of the war may be grouped. 1. Washington's campaigns in the north, from first taking command at Cambridge to the Battle of Monmouth, June 28, 1778. To these operations the previous occurrences in Massachusetts,—Lexington and Bunker Hill,—form a preliminary. The Battle of Monmouth marks the turning point in the military history of the war. 2. Burgoyne's invasion, in 1777; this campaign was contemporary with those just described. 3. The campaigns of Gates and Greene in the Carolinas, in 1780–1. 4. Closing campaign against Cornwallis in Virginia in 1781. Arnold's treason, the career of John Paul Jones, the capture of Stony Point and other isolated events should be brought in independently of these four chief series of operations.

Probably the military history of the war should be taken up first; but afterwards, in a degree of minuteness depending upon the age and maturity of the class, should come the diplomatic, financial and constitutional history of the war, without which it is impossible to comprehend either the perils and difficulties of the cause or its ultimate triumph.

III.—THE PERIOD OF THE REPUBLIC.

Here the strictly chronological method should be observed; the starting point being the several presidential administrations. Every pupil should know the succession of the Presidents, with their term of office, and if possible the Vice-Presidents likewise and perhaps the Secretaries of State. But when this chronological outline of administrations, with the chief

events of each administration, have been well learned, it will be desirable to review by topics. In the first place it should be shown that the administration of John Quincy Adams closed one great period of our national life, that of Abraham Lincoln a second period; and that each of these periods is not far from the length of a human generation—33 years. Then the several questions or topics of interest may be taken up and considered irrespective of administration lines—the War of 1812, whose causes reach back to Washington's administration; the Bank question; the Tariff question; the series of events centering about the Mexican War; the Slavery controversy; the State Rights controversy—all in proportion to the age of the class, and the time allotted to the study.

At every stage in each of these periods, there are two aspects which should be presented and made as familiar as possible. The first is that of the personalities. The best teacher that history has for us is the character and career of great men; and it should be the effort of the teacher to associate the events as fully and vividly as possible with the names of the men who were chiefly instrumental in bringing them to pass. The Americans ought to realize the debt of gratitude we owe, not merely to Washington, Hamilton, Franklin and Lincoln, but to the host of inferior names, scattered along the annals of the past; and not merely this, we ought to learn so to temper our admiration with judgment, as to appreciate the errors made, and the fatal influence which even well-meaning men have sometimes exerted.

Secondly, the points of Geography should be made distinct. And not merely in tracing campaigns upon the map, and marking the scene of important events, but in getting a clear conception of what the map was at the epoch in question. It is hard to realize that our own State was an unbroken wilderness, and our neighbor State of Iowa a foreign country at the time of the Revolution. It is, perhaps, still harder to realize that New York was reckoned as one of the small states, and that New York city ranked after Boston and Philadelphia; and that Norfolk, Virginia, was thought to have the best prospect for future greatness. But in such facts as these much of the vividness and reality of our conception of past events resides; and the teacher can do his pupil no greater service than by helping him to a just appreciation of the men who have had a share in the progress of humanity, and the social relations of different epochs.

Essay on the Teacher's Means and Motives to Self-Improvement.

BY GEORGE HARPER.

(Read before the Buffalo County Teachers' Normal Institute, held at Alma, Aug. 24, 1874.)

It is natural for all men to seek improvement in whatever direction they may be employed—whether their work belongs to the labor of the head or of the hand. They ever aim to discover superior methods of doing their work, and, impelled by this never-ceasing motive, the human race is ever reaching forth to something more excellent, as the centuries roll on. This all but universal desire for progress, and the ability to carry it out practically to an almost indefinite extent, distinguishes man from all the animals beneath him. The industrious beaver constructs his dam on the very same principles and precisely in the same form, as did his fur-bearing ancestors thousands of years ago; and the bee and the ant, exemplars of perseverance, never seem inclined to try the effect of a "new departure" from the time-honored methods of working known to their respective families from time immemorial.

It is true that among the various nations of the earth we find great and striking differences in this respect; some, like our own country and race, constantly advancing with gigantic strides to an ever-growing dominion over nature, whilst others, like the Turks, Persians and Arabs, and other oriental nations, seem to be at a stand-still; which stationary position they appear to have maintained for so long a period, that the accounts of travelers, written many hundreds of years ago, ex-

actly describe their condition at the present day. The star of empire has traveled westward and left them behind, quietly smoking their long pipes and sipping their coffee in undisturbed serenity—a luxurious tranquillity unbroken by the ear-piercing whistle of the panting locomotive, or the puffing of the heavy-loaded steamship. Still, notwithstanding these and such like drawbacks, the general truth is, that the mental world moves as well as the physical, although more it is to be hoped in the form of a straight line than in that of a circle.

Amongst us, more especially of late years, in no department of our social life has greater progress been made than in that of education. And were the ghosts of departed schoolmasters of the olden time to be permitted, like the privileged spirit of Katie King, to revisit once more the "glimpses of the moon," how the wisest of them would open their astonished eyes with admiration as they surveyed the modern palatial school-house with its symmetrical and elegant furniture and fittings, its supplies of crayons, erasers, pointing-rods, inkerells and hatpegs, its admirable ventilation, neat and comfortable desks and seats, its maps, charts, globes and scientific apparatus! How different all this from what so many of them had been accustomed to—the old fashioned district school in which the fathers of the present generation were educated; with no wall-maps or globes; a dingy blackboard, perhaps, three feet by two, warped and wrinkled and gray with age; slabs for seats; a water-pail without a handle, and a dipper with a hole in the bottom nearly as large as the one at the top, and the balance of an old broom that had lost the greater part of its head *plus* one-third of its length!

It is desirable that the young teacher of the public schools of the present day should seek to realize where he stands in the history of the great onward movement called popular education. If he will inquire into the subject, he may find that it is not much more than half a century since there was, either in this country or elsewhere, anything deserving of the name. But during the last generation or two, much progress has been made in all civilized communities in this direction. Of late years, indeed, it has become the dominant passion of the world, to give instruction to all. Kings and queens and presidents and emperors have at last discovered that it is a good thing, and have honored the system of common schools with their august patronage. From being a moderately educated and poorly paid class, teachers have thus become, many of them, as highly cultured as the members of other learned professions, and their services in large cities are now tolerably well remunerated. There are inducements now which never existed before to stimulate all teachers to strive to obtain a more enlarged culture. They cannot, indeed, lag behind if they would; for every year more studies are being introduced into schools. As being practical those branches which can best help the future citizen to success in the race of life are of course most sought after, but as we continue to advance in our never-ending career of progress, the ornamental parts of a good education, music, drawing, and so forth, will in course of time be introduced into all free schools in the land.

THE ANCIENT CLASSICS.

In many high schools, the elements of Greek and Latin are now taught, although some are of opinion that this is rather "too much of a good thing" to be taught at the public expense. However this may be, there can be no question as to the value to the common school teacher of even the elements of these tongues. Some one has said that a person with only one language is like a bird with but one wing; and English etymology can never be understood or taught very thorougly without some knowledge of Greek and Latin. These noble languages belonged to highly cultivated nations, and the study of them affords excellent training to the analytic powers of the mind. Every teacher who enjoys the necessary leisure and has a taste for such studies could not do better than learn the elements at least of these classic tongues. In their study he will

undoubtedly find a great means of self-improvement in rhetoric as well as in logic. It is true that whatever knowledge was of most value has long since been extracted from the classics, or transfused into other tongues; but in point of style, or masterly composition, in point of mingled strength, grace and beauty, they stand unrivalled as models. Indeed, so high do they stand in these respects that the learned men of other countries since the "revival of learning," have done little else but vie with each other in writing notes and commentaries upon them, and making grammars and extracts to facilitate their study. This was comparatively a humble task, but one which it required no mean scholarship and ability to perform aright. The classic authors that remain to us are not over a few score volumes, but the *editions* of them are "innumerable, without number, numberless," so that if you want to read such a book as Horace or Virgil, you may (if you are near some large classical library) have a different edition for every day in the year! Some translations give a tolerably good idea of the ancient writers, but even the best fail to impress you with the full merits of the originals, which consist in a certain rare felicity of style and mastery of language which it is impossible fully to describe. They seem to have spoken only when they had something to say, and to have studied how they might express themselves in the clearest, tersest and most beautiful forms of speech. Noble and lofty ideas were always by them clothed in the most fitting dress, like a rare gem in appropriate setting. How different their compositions from the frothy flow of ill-selected and ill-arranged ideas of so many modern writers in this book-making, newspapering age of ours, compositions which are apt to remind one of a five-year-old boy running about in the cast off clothes of his grandfather!

NORMAL INSTITUTES.

Young teachers of the present day can scarcely realize the advantages which they possess over their predecessors. Like most of the other States, Wisconsin has opened wide the doors of well furnished and well appointed normal schools, inviting all who are capable to enter free of cost. It is sometimes said, why thus educate teachers at the public expense, while the members of other professions, lawyers, doctors, ministers, engineers, and such like must educate themselves. The answer is—in two words—*it pays!* By regarding the matter as a purely business transaction, the country is found to be largely the gainer.

Acute, far-seeing statesmen, find, from the experience of this and other nations, that for every single dollar expended in this way, many times the amount is saved by avoiding the necessity for jails, poor-houses and other reformatories. Children growing up in ignorance are cast, like wild beasts, a burden and a curse upon society, and when they grow up they cause such trouble and expense to the community that the money expended in taking care of *one* rogue would educate a *score* or two of intelligent law-abiding citizens. Thus, normal schools, and every free school in the land can well justify their existence and honestly claim the respect and support that is due to them, in virtue of their *indispensable utility to the commonwealth*, of which in fact they are the best ornaments in peace and the strongest protection in war.

But not only does the State liberally endow such training schools for teachers, but in her wisdom and forethought she has devised yet another means of reaching every teacher in the land who has the least ambition to profit by the privileges held out to him. I allude, of course, to the system of Normal Institutes. "If," says the State to every teacher, "you cannot, from any cause, attend any of our normal schools, I will do the next best thing for you. *I will send the normal school to you*, in the shape of the best educators that can be found, as conductors of institutes—men of approved scholarship, skill, talent and experience; and since I thus bring the training school, as it were, to your very doors, it is to be hoped that you will come up and benefit by the advantages put within your easy reach."

Here then is another great means of self-improvement, and one which ought not to be carelessly neglected. A most valuable opportunity is thus afforded of becoming acquainted and with the best plans and methods of teaching. For the district in which our county is situated, we have the good fortune to enjoy the services of one of the most popular and successful institute conductors in this western country. He does not, however, I venture to say, come amongst us at this time to introduce some Yankee invention lately discovered of making first-class teachers out of raw recruits, after a short course of a few days or even a few weeks! If he did so, we should be apt to suspect him of drawing too long a bow, and the inevitable results would soon disprove his assertions. But he comes with no such delusive tidings. You cannot be made teachers, as grangers and free masons are made, after an imposing ceremony, a few grips, signs and a password. No; we can never expect to become scholars or teachers worthy of the name upon such easy terms. The laws of our mental and moral constitution forbid it; for as it is only by continued application and hard persevering study that we can attain eminent scholarship, so it is only by considerable experience and the practice of right methods that we can ever hope to become really good teachers.

But still, the Professor may do much for us, even during a very short course of instruction. He may put us upon *the right track*, both in studying and learning the art of teaching. Much depends upon being on the right track in pursuing any object, for however diligent you are, you can never make much progress if you are off the track. With a thoughtful and reflecting mind, a few hints often go a great way. You may be a good reader, but you may not be a good teacher of reading for want of due attention in explaining the necessary *minutiæ*, (which require to be frequently impressed upon the minds of your pupils) of pauses, pronunciation and emphasis. You may likewise overlook the importance of an explanation of uncommon words, phrases and sentences. Again, you may yourself be a good arithmetician without being able to make your scholars so, for want of your drawing their attention again and again to the *whys* and *wherefores* of the rules. You may write a very good hand yourself, but still for want of following some definite system of penmanship, you may fail in making good writers. Upon all these and many other points worthy of the attention of teachers, the Professor will throw out hints and offer suggestions well worthy to be noted down at the time, reflected upon at leisure and carried into practice in the school-room.

VISITING OTHER SCHOOLS.

Our worthy county superintendent recommends teachers to visit each others schools as often as they may find an opportunity; and this is undoubtedly another valuable means of self-improvement. There is much to be learned sometimes by expending a few hours in a well-taught, orderly school. You can learn more in this way in an hour or two than by reading about the art of teaching for a week. But you must never visit another teacher's school with a hypercritical, carping or censorious spirit, or you will be sure to learn but little. Ever strive to maintain a teachable character and cherish a receptive spirit as the most valuable possession; and get rid, once for all, of the notion that your stock of knowledge in "theory and practice," is complete, and that you have nothing more to learn. You may learn something from every school, however poorly kept, and from every teacher however humble and inexperienced. All do not possess the same kind or degree of talents, and some one may possess a special talent in some branches in which you are deficient. Some who are barely average in other branches are excellent both as penmen and teachers of the art. Others again are first-rate arithmeticians and have the skill to make their scholars good calculators; while they may not be remarkable for anything besides. A third class may make elocution a special study, and their pupils may thus become good readers. And this variety of gifts or excellencies

is rather an advantage than otherwise to the cause; for our teachers in the rural districts are constantly moving round from term to term; and thus their varied talents and accomplishments become the common property of the town or towns in which they may happen to exercise their functions.

By such an interchange of school visitations among teachers, for their mutual benefit and improvement in the methods of school-keeping, there would grow up a friendly rivalry among them which would have an excellent effect both upon teachers and schools; and perhaps some means might be devised for allowing teachers so many days, each term, for such a purpose.

SCHOOL JOURNALS.

Another means of self-improvement is the study of the educational literature of the day. There are now plenty of guides and helps to young teachers in all branches of the art, and they have but to select judiciously what may best suit their individual case.

Teachers ought to know something of the history of education, and of the various systems which have prevailed and which now exist in the world. The history of education, like that of any other branch of social science, may be resolved into the history of the great men who have given it their life-long study and attention. Some of these men take high rank as the greatest benefactors of mankind; and the names of such will yet sphere higher in the firmament of renown than those of Alexander, Cæsar or Napoleon. But unfortunately, we have been so educated that it is extremely hard for us to believe such doctrine. It goes sadly against the grain. Our prejudices are all in favor of great men of quite a different kind—great warriors, successful generals, railroad kings; and so, to cure us of this chronic malady of wrong-thinking, outraged heaven that receives so little of our homage, from time to time sends us a *King Stork*, who after swallowing many of us up, sends the rest quaking to hunt their holes out of sight.

Every progressive teacher should take at least one educational journal; and that of our own State, both as to matter and form is universally allowed to be among the best in the country, and should be in the hands of every teacher and school officer throughout the State. To the teacher who peruses its pages for the valuable practical hints to be found therein, it is worth many times its price. The WISCONSIN JOURNAL OF EDUCATION, in common with all or at least most of its kind, owes its continued existence and prosperity, not to its profits as a money speculation, but to the zeal and enthusiasm of its conductors on behalf of the cause which it so well represents—gentlemen who have been life-long educators, and whose chief delight is to see the march of improvement going on with ever freshening impulse.

It need hardly be remarked in this connection that people in general do not care half so much for useful knowledge or sound inststruction as they do for what will amuse or entertain them. The world will pay millions upon millions to hear a favorite actor, or singer, or even to admire the witching movements of a graceful dancer, before it will bestow hundreds upon such periodicals which are thus confined almost exclusively to the class that teach. Hence, every teacher deserving of the name ought to feel in duty bound to support the school journal of his State. From the young lady in her teens teaching a humble country school on the edge of a wood to the learned college president, all have interests in common, all form parts of a great whole; and without some organ of communication between teachers of all ranks begetting something like an *esprit de corps*, there can never be much real progress in any direction. If every one should become lukewarm and apathetic, thinking only of themselves and their own private interests, it is evident that stagnation and death would soon overtake the whole public school system. While therefore our thanks are justly due to those who, from the most praiseworthy motives, make sacrifices of valuable time to give us a good school paper worthy of the State,

we should feel in duty bound to see that their hands are strengthened and their hearts encouraged by the spontaneous and liberal support which they receive at the hands of every teacher in the State whose interests are indirectly, it is true, but still vitally, bound up in the continued prosperity of their educational journal.

GENERAL LITERATURE.

An acquaintance with general literature forms another important means by which the youthful teacher may add much to his mental furniture and equipment. A taste for reading will furnish him with a wider vocabulary of words and phrases and give greater variety of ideas; and in this way he will be better able to illustrate difficult or obscure passages that may occur in the lessons.

The leading English classics, such as Shakspeare, Milton, Addison, are within the reach even of the country teacher. On the part of young teachers who have little knowledge to guide them in the selection of books, there is often much precious time lost in reading trashy novels, romances and worthless periodicals —time that would be much better employed in the study of wholesome literature that would strengthen the judgment, quicken the fancy, and elevate and refine the taste. It is not enough that the teacher reads and studies what is required by law to entitle him or her to a certificate, even of the highest grade. This is a narrow conception of the qualifications necessary to teach a school efficiently. An industrious teacher is ever adding to his stores of knowledge, and keeping his mind fresh and vigorous with proper mental *pabulum*. To the end of his days, and he remembers that those live longest and enjoy life best who keep their mental faculties always in a state of healthful operation—he is always a student—recognising the fact—truer even than the oft-quoted sentiment of Shakspeare, that

"All the world's a *school*,
And all the men and women merely *scholars*.
They have their *lessons* and their *exercises*,
And each one in his turn learns many *rules*."

On the part of young women, there is often too much attention given to fine dress and the embellishment of the person, whilst the "inward adornment of the mind"—by far the nobler part—is left to shift for itself. I do not, of course, mean that nothing light should ever be read (if it is of the right kind), or that young people should be constantly engaged in trying to swallow heavy doses of abstractions; I do not mean that they should be either book-worms or blue stockings; but in our age and country, there is little danger of this, but much the other way.

MENTAL SCIENCE.

Of course, you have all heard of the famous horse-tamer, Rarey, an Ohio man, who died some years ago in that State, after traveling far and wide in every civilized country, everywhere giving astonishing evidence of his powers over horses of all kinds. He was but a small man, and yet he could control the fiercest steed that could be brought forward, as if by magic. When asked how he came to possess such remarkable powers, he replied, "by studying the nature of the horse and knowing his character." It cannot be denied that there is about some men a greater power of "animal magnetism" than about others; but this would be of little avail to the successful horse tamer without the previous knowledge of the *genus* horse, which is the main point to be considered here.

Here then is a valuable hint to teachers, if they will only follow it up and profit by it. They must strive, first of all, to know the nature of children and understand their characters; they must devote some attention to *mental science* so far at least as it throws light upon this subject.

Child nature must be studied and understood, otherwise little progress can be made in primary instruction. Every tradesman and mechanic considers it his duty to know as much as possible of the material on which he works. The mason who dresses stones with mallet and chisel, if he is observant and has any of the Hugh Miller element in his composition, learns much about rocks; and the shrewd carpenter or joiner soon finds out the qualities of different kinds of wood; so with every other tradesman who knows his business thoroughly. The medical

man who has to deal chiefly with the organs of the human body, with praiseworthy zeal and industry, often in the very jaws of death, with scalpel and microscope in hand, seeks to lay bare the secret places where the poison of disease may lurk; and he is often rewarded for his patient, unwearied, heroic toil with the most valuable knowledge. And shall not the educator likewise seek, by the light of science, to enter the hidden chambers of the mind, and strive to evolve facts and principles which shall be of vital importance to his calling? Yea, verily; thanks to the genius and unwearied perseverance of such world-wide benefactors as Pestalozzi and Frœbel, the task has been accomplished; the long-hidden secrets of child-nature have already been so far brought to light as to revolutionize primary instruction, and introduce a new era in education.

It is often said that "ideas rule the world." This is true, but nowhere more so than in the educational world where the correct idea is everything. To impart to the teacher an accurate and comprehensive knowledge of mental science, I know of no book more useful than that of Professor Bard of Aberdeen. For to style, clear as crystal, he adds an acute, observant logical mind, and all his works are extremely valuable to teachers who are ambitious to understand thoroughly and to make progress in the knowledge of whatever relates to their profession.

SELF-EDUCATION.

And now, in conclusion, I would beg to add a few words on the value of self-education. This is a fertile topic, on which an entire essay, nay, a whole volume, might well be written; for, after all, *that* is the only real education which one gives to himself. After teachers and schools have done their utmost, there remains the finishing touch which must be given by the student's own private and individual effort, if it is ever given at all. One may go round the world, visiting in turn the best schools and colleges and attending the classes of the most distinguished teachers, until he has enjoyed all the facilities for acquiring scholarship which may be obtained; and still, if he has been but a mere passive recipient, a mere intellectual sponge, so to speak, without any digestive apparatus, he will never attain the rank which God has intended for those who cultivate *all* their faculties. If you will recount in your memories the names of the wisest and most far-seeing of mankind, you will find them to be those who were "self-made," educationally. The higher education which is to make a man self reliant, fit to cope with difficulties and to form independent opinions for himself, unawed by the prestige of great authority holding the opposite, is to be sought for only in the private study. No length of attendance within the walls of any college or normal school can ever supersede the necessity for steady *individual* application on the part of one who desires to know anything thoroughly. It is *self-education* which crowns the intellectual edifice and gives completeness, strength and beauty to the whole building.

When you leave school or college, you are not to suppose that your education is "complete," and that you have now nothing farther to do in the way of study. You have only been put upon the right track and must follow it out for yourself. All that can be done for you is but little compared with what you can do for yourself. I once knew a young man who was very desirous of getting "an education," but who, like many other people, supposed it was to be obtained by some mode akin to a mechanical process, and that he had but to remain passive while the teacher would somehow pour it into his brain. There are such people to be met with, and they seem to suppose that (in an educational point of view at least) the human mind "that fiery particle" is something like a dry-goods box, or rather, like a *peddler's pack*, into which, by ingenious handling, a great many different articles may be stowed away until it is full. The young man in question, who is but the type of a class, visited a great many different educational institutions, but somehow none of them would suit him. He would remain for a few weeks at a col-

lege, but on taking an account of stock, he would find he was as far as ever from having "an education," and forthwith he would pack up and put off to another place where he thought he could do better, carrying with him all the time the fatal, dismal dry-goods notion of the human mind. In this way, he spent several years in pursuit of "an education," and at last went home completely disgusted with the quackery of "these fellows" who advertise in the newspapers setting forth in their programmes and circulars that they will "take a man through" so many studies in a certain time, and then can't do it! Thus, the great object of this young man's ambition to get "an education" was never attained; he was always disappointed, because he set out with a fundamentally wrong idea, that it depended more upon others than upon himself.

At the same time I am by no means to be understood as insinuating that normal or other schools may be dispensed with. For those who can attend them, as I have already said, they doubtless present many advantages to the young teacher. Teaching is a science to be learned like any other science by the study of its principles; and normal schools make it their business to collect and recommend principles that are sound to the adoption of their pupils. These institutions do not believe that good teachers can be made out of ignorant or imperfectly educated young people, and therefore along with the "theory and practice," they endeavor to furnish as much of a liberal culture as possible. If you have imperfectly educated teachers, you are sure to introduce *rote* or *mechanical* teaching into the schools, and there is nothing more destructive than this to all real solid improvement.

These two things therefore must go hand in hand, to secure really efficient teachers, namely, something for *liberal education* conjoined with a practical acquaintance with the *science and art of teaching;* and this our three normal schools in the State of Wisconsin fully acknowledge and act upon as their basis of operations. They have been acting upon this idea since their commencement, and are every year raising the standard of qualification, and hence are becoming more and more entitled to our countenance and support.

A DECISION BY THE SUPREME COURT.

The following synopsis of an important decision by the Supreme Court is copied from the Milwaukee *News*, and is published as matter of information:

"Annie Morrow was a school teacher over in the western part of the State, and a son of Mr. James Wood attended her school, in the fall of 1872. Mr. Wood told the teacher that he wanted his boy to especially study arithmetic, so as to help him in keeping his accounts. The teacher thought the boy ought also to study geography, and assisted him in procuring a book for that purpose. The father told the boy, when he learned of this procedure, not to study geography, and the nature of this command was communicated to the teacher. She directed the boy to continue his geography lessons. The boy refused to study these lessons, and adhered to his father's order, for which the teacher whipped him. Mr. Wood, the father, then prosecuted Miss Morrow, the teacher, for assault and battery. Following that, Miss Morrow instituted a suit against Wood for malicious prosecution in bringing the assault and battery action. How these suits resulted we are not informed, and here our personal interest in the parties ceases. By one or the other, whichever was beaten, an appeal was taken in the State Supreme Court, and the question of conflict of authority between the parent and teacher was there settled. The Court held, in an opinion written by Judge Cole, that the parent has paramount authority over the teacher in directing what studies the child shall pursue in school.

"This decision is laid down very broadly. It is held that there is neither law, nor usage, nor reason for permitting a teacher to overrule a parent's command, and to say that a scholar shall follow one branch of study, but shall not follow another. It is not alone that in case of

conflicting commands the parent may punish the child for disobeying his order and the teacher for his, so insuring the child a punishment in either case, but the decision is placed on the broad ground that the parent best knows the temper, health, mental bias, and special capabilities of the child and can best direct its education. The parent must be supreme in discipline of his children and the stranger's command in regard to study at school must not be an exception to the rule. The opinion is very strongly expressed and settles the law in Wisconsin on this subject."

PENMANSHIP.

Something must be done to rescue this very important branch of a practical education from utter forgetfulness. It is a notorious fact that there are very many teachers who have very little, if any, knowledge of this topic, and the results of their teaching are apparent in the wretched chirography of the pupils of our public schools. We are at a loss to account for this deficiency when we realize how simple is the acquirement in itself, and how brief the time required for the ordinary teacher to make himself as thoroughly acquainted with this branch as with any other in the course of study of our common schools.

The average teacher needs no argument to convince him of the importance of this study. Indeed, if he has been persistently annoyed with ill-written compositions and worse examination papers he has experienced some of the evils, already, of his negligence and carelessness. We have sometimes taken charge of a school where little attention had been given to the subject, in which it cost us more time and was a far greater tax upon our patience to decipher the almost illegible scrawls, than to correct the subject matter of the exercises.

Now let us consider how this state of affairs came about, and then look up a remedy. In many schools we have visited the past year, we have found some or all of the following difficulties in the way of the teacher. In some it was one thing, in others, another, and in some all combined. We hope, in your State, that you have none of these drawbacks; but fearing you have, we will narrate them. Bear in mind, I mean to relate none over which the teacher or supervisor has not the entire control, either by tact and skill, or by virtue of his office.

In almost all schools we found poor, unsuitable books, with no "script" copies, thereby compelling the pupil to write from a poor model, with poor ink, and a still poorer pen. Now the average penman knows that with either of the last named conditions, good writing is impossible. How utterly absurd, then, to expect it of a child.

Some teachers were allowing pupils to write anything they chose in their books, only what they preferred, and in whatever order they wished. Some had books suited to their capacity and advancement, while others had not. Some had been guided in their selection of a book by the number on the cover, or its color. The usual mode of conducting a class, we found, was to let every one commence and write,—say 30 minutes; the teacher in some cases making a letter of one description for this pupil and of another for his neighbor; but oftener engaged in peering out at the window, adjusting the furniture or arranging his toilet; doing everything, in fact, but attend to his class. In examining the results, we usually found that the last page was more miserably executed than the first, because the pupil had had some little respect for a new book; more, at least, than he had afterward had for his teacher. Now we submit the question to you, fellow teachers, if any one of our number should conduct a reading class in such a manner, using all grades of books in one class, hearing all at once, and giving little attention to any, could we have a very exalted opinion of the capacity of such a teacher? If they (the teachers) were as attentive as possible, making prodigious efforts, even, do you think that good reading could be produced from such a class, laboring under such difficulties? Most certainly not; yet we know many

teachers in *boasted* New England, who are conducting their penmanship exercise in just such a manner.

Now for the remedy. In every graded school but one number of copy book should be used, and that ought to be selected by the teacher or some competent school officer, in which every pupil, regardless of his age or acquirements in *other* branches, should be *compelled* to write, unless already able to write a neat, legible hand. Such a book should be of the best material, with the nicest of printed or "script" copies, for it is only from a perfect model that you can expect a perfect copy; besides, it is an almost endless task for a teacher to "set" the copies for a large number of pupils, even if he is able to write faultless letters, and the effect of poor ones can easily be imagined. The book selected, the teacher should commence with the synthesis and then the analysis of the letter, teaching from the board or chart (the board is better), first, the "principles," and then their combinations into the most simple letters, and finally their arrangement into words and sentences. Then the movements should be taught, in order that the pupil may be able to write easily and rapidly. Let us remember, that unless each pupil in a graded school writes the same copy, at the same time, and does this after a careful explanation from the board of its construction and peculiarities, and then receives the closest scrutiny of a competent teacher, who points out upon the board the general errors or faults of all for the benefit of the whole class, that little real progress can be made. In every *system* of penmanship there is a certain arrangement of letters, such that, if some are omitted, rapid future progress is impeded. Pupils should be required to *make up* all copies lost by non-attendance or any other cause.

At this point the teacher of the mixed, ungraded school asks: "How shall I manage to keep my pupils all in one class?" Well, you have a more difficult task than would at first appear; but still it is not one which you cannot easily manage. You have several classes in Arithmetic, I presume, and Geography also, and you economize your time by effecting the best classification possible. So you must do in your writing. If one class won't comprise them, make two, and then alternate them from day to day. Our experience, however, has been that the largest pupils of this class of schools know as little of this branch as the smallest, and if you kept them in the same class, you could endure the poorest results from the youngest scholars and be sufficiently exacting with the older and larger portion to keep them busily employed. Your greatest difficulty will be with a few, who, while they know nothing whatever of the subject, will want your assistance through a No. 21, if the series of books in use comprises as high a number. Be firm, yet gentle, in your efforts to classify, and if, occasionally, a pupil leaves your class or school you must endure it, for you had better lose *one* than ruin your chances of success with the whole.

In every case let personal cleanliness be insisted upon, or you will find many books spoiled from soiled fingers or untidy clothing. By all means, have good pens and ink. Any good, *black* ink that does not corrode the pen, or mould, or thicken, will answer your purpose, while for pens, we have found that the No. 303 of the Gillott manufacture, and the Nos. 1 and 15 of the Spencerian pens, are the most durable and satisfactory for school use.

To recapitulate: Have your books *alike*, good writing materials, insist upon an easy, graceful position, practice the copy upon board or paper before writing in the books, analyze the copy yourself upon the board before the class, point out its peculiarities and probable faults in construction, have all omitted copies made up, insist upon every book being clean and neat—neither dogeared or torn, keep the books yourself, have monitors to distribute and collect them, and make yourself perfectly familiar with the subject. Obey these directions carefully for one term, and if you do not succeed, write the reasons of your failing to—*Nebraska Teacher.*

THE TEACHER.

BY GRACE A. BROWN.

I have read a charming story,
From a book you may not know,
A tale of a gentle teacher
Who taught long years ago;
He lived in a wonderful country,
Which lies in the sun-rise glow
So near to our poor lost Eden,
'Tis darkened e'en now by its woe.

This teacher's schoolroom was lofty,
For it reached the heavens, they say;
And his words so tender and earnest
Lie warm in our hearts to-day.
He told grave truths on the mountains
And beautiful things in the valleys;
And fair were his object-lessons
From grasses and lillies.

'Tis hard to believe that *his* pupils
Could tire or listless grow;
For he listened to all their yearnings
And sorrowed in all their woe.
But this book tells a strange, strange story
O'er which one might wonder and weep;
That while teaching the grandest lessons,
Some wearied and e'en fell asleep.

O, teacher, whose sweet, clear voice
Rings down through the changing year
With the scent of the grasses and lillies,
A balm for all doubtings and fears:
Give, O give us a share of the patience
Which made thy brief life so sublime!
The love and earnest devotion
Which gild the gray shadows of time.

N. Y. Ed. Journal.

HINTS TO YOUNG TEACHERS.

One of the most important things for a young teacher—or any other—on commencing a school, is to find employment for each pupil, with the least possible delay. This will so pre-occupy their activity as to prevent the temptation to irregularity and misdemeanor. Nothing is more important than to furnish full and constant employment to all the pupils of a school from the outset. This will prove, at once, the source of most successful progress to the pupil and of relief to the teacher.

But many pupils are wayward and mischievous. They will neglect their duties and commit misdemeanors. What shall be done now? That depends. Only general rules can be given. The specific measures to be pursued must mainly be left for the ingenuity of the teacher to decide. These cannot be authoritatively prescribed; and if prescribed, could not be safely followed.

A teacher of a high school once came to me in great trouble because he could not prevent his boys from staying out at recess as long, after being called in, as might suit their inclination. He asked me what he could do. I could not tell him; I never was in such an emergency. Were it to occur I had no doubt that I could find an effective remedy. But he had lost his golden opportunity. He lost it when he allowed his pupils first to discover that he had made a demand upon them which he could not enforce. Hence we may lay down one unvarying rule for the teachers, viz:

Never make a demand of a pupil without knowing that it is right and necessory; and when once made, never fail to secure its execution. A failure here is fatal. The demand may not always be met at once; a little delay will sometimes make success easier by giving time for reflection, and for passion to cool; but in no case can a teacher afford to allow an explicit demand to go unfulfilled. One of the very worst things for a teacher to confess is, I cannot make my pupils obey me. If this is anything more than exceptionally and temporarily true, the sooner connection between teacher and pupils is severed the better for all concerned.

These two things, giving constant employment to pupils, and securing compliance with whatever demands are made, may be considered fundamental. If the teacher attempt to build on any other foundation, his work will be quite certain to fall. On this foundation he may build "silver, gold, precious stones," or "hay, wood, stubble;" and every teacher's work will "be made manifest," for some future "day will declare it." Happy is that

teacher who, having this foundation, is able to build up for his pupils the silver and gold of clear, vigorous, independent thought, of amiable and virtuous habits, and the precious stones of piety and manly self-government.—*R.I.Schoolmaster.*

PHILOSPHICAL QUESTIONS asked at the examination for Matriculation at the University of London.

What difference, if any, would it make in the action of a syphon if the limbs were of unequal bore?

Why is it that a coin placed in a tumbler looks larger when the tumbler is full of water than when it is empty?

On two adjacent walls of a square room there are two large plane mirrors; how many images of a candle in the room may a person see?

The receiver of an air-pump is five times as large as the barrel; after how many strokes will the density of the air be diminished by nearly one-half?

What would be the effect of making a small hole in the top of a diving bell while in use?

A vessel is full of water; how will the pressure on the base be affected if a piece of iron be dipped into the water? How will it be affected if the vessel is not full of water?

How may the correct weight of a body be obtained by a false balance; (2,) one with unequal arms?

When two forces act together they have a resultant of 12 lbs.; when in opposite directions, a resultant of 2 lbs. What are the forces?

[We shall be happy to receive answers to these from any pupil in philosophy.—EDS.]

THE SEVEN LAWS OF TEACHING.

If we analyze carefully a full and perfect act of teaching, we shall find it involves seven distinct elements, or parties and parts—two actors, a teacher and a learner; two spiritual elements, the knowledge to be communicated and the medium of communication; and three active processes, that of the teacher in teaching, that of the pupil in learning, and that of testing and rendering permanent the work done. None of these elements can be subtracted and leave the work entire and complete; and no true account of the philosophy of teaching can be given which does not include them all.

Each of these seven elements has its own great natural condition or law of action, and these, taken together, constitute the Seven Laws of Teaching. These laws are so simple and natural that they must suggest themselves almost spontaneously to any one who will carefully note in turn the several parties and elements already named. Is it not evident that—

1. A *teacher* must *know thoroughly* what he would teach.

2. A *learner* must *attend* with interest to what he would learn.

3. The *medium* must be language understood by both teacher and pupil in the same sense.

4. The truth to be taught must be related to truth already known, as we can only reach the unknown through that which is known.

5. The act of teaching is the act of arousing and guiding the self-activities of another mind so as to develop in it a certain thought or feeling.

6. The act of learning is the act of reproducing, fully and accurately in our own understanding, the ideas to be acquired.

7. The test and confirmation of teaching are to be found in repetitions and reviews.

These simple and fundamental principles may be better understood if stated as rules to be observed by the teacher, thus:

1. Know thoroughly and familiarly whatever you would teach.

2. Gain and keep the attention of your pupils, and excite their interest in the subject.

3. Use language which your pupils fully understand, and clearly explain every new word required.

4. Begin with what is already *known*,

and proceed to the unknown by easy and natural steps.

5. Excite the self-activities of the pupils, and lead them to discover the truth for themselves.

6. Require pupils to restate, fully and correctly, in their own langage, and with their own proofs and illustrations, the truth taught them.

7. Review, review, review, carefully, thoroughly, repeatedly, with fresh consideration and thought.—J. M. GREGORY, *in the Nat. S. S. Teacher.*

RULES.—Among the rules which come from the above law, the following are among the most important:

1. Prepare each lesson by fresh study. Last year's knowledge has necessarily faded somewhat. Only fresh conceptions warm and inspire us.

2. Study the lesson till its truths and facts take shape in easy and familiar language. The final proof and product of clear thought is clear speech.

3. Find in the lesson its anologies and likenesses. In these lie the illustrations by which it can be made to reveal itself clearly to others.

4. Find the natural order and connection of the different facts and truths of the lesson. A jumbled mass of materials do not make a building, nor does a jumble of disjointed facts make up the divine doctrines.—*Ib.*

SCIENTIFIC EDUCATION.

The awakening desire for scientific instruction, ever finding new expression among the educated classes of all European countries, we must consider not merely as a striving after new forms of amusement, or a mere empty and barren curiosity; it is rather a well-justified intellectual necessity, and is in close connection with the most important springs of mental development in these times. The natural sciences have become a powerful influence in the formation of the social, industrial, and political life of civilized nations, not only from the fact that the great forces of Nature have been subordinated to the aims of man, and have supplied him with a host of new means to attain them—though this mode of their action is sufficiently important that the statesman, the historian, and the philosopher, as well as the manufacturer and the merchant, cannot pass without participation in, at least, the practical results—but because there is another form of their action which goes much deeper and further, though it is, perhaps, more slow in manifesting itself; I mean their influence in the direction of the intellectual progress of humanity. It has often been said, and even brought as a charge against the natural sciences, that, through them, a schism (*Zwiespalt*), formerly unknown, has been introduced into modern education. And, indeed, there is truth in this. A schism *is* perceptible; yet such must mark every new step of intellectual development wherever the New has become a power, and the question to be settled is, the definition of its just claims, as against the just claims of the Old.—HELMHOLTZ, *in Popular Science Monthly for October.*

THE UNCONSCIOUS ACTION OF THE BRAIN.

It may be taken as one of commonest mental experiences of most men, that a fact, and especially a name, which they endeavor to remember, which escapes from the determinate effort of recollection, often suddenly jumps, as it were, into the recollection without effort, after they have been thinking of other matters. Dr. Carpenter explains this by the theory that the part of the brain engaged in storing up and reproducing past impressions is not the same part of the brain which is engaged in the consciousness of those impressions, or in the consciousness of their reproduction; and that after the seat of consciousness has given up its futile labor, the seat of memory unconsciously continues its activity, and when it has unconsciously brought its work to a successful issue it communicates the result to the seat of consciousness; then, and not before, the fact is consciously remembered. Upon this we must remark that the conscious effort to command the memory, without guide or

clew, is generally and singularly unsuccessful in result. The only way to succeed in remembering some forgotten thing is to seek some clew, some thread of ideal association which may lead us to it. The direct bald effort fails, for the simple reason that the attention is fixed upon the effort, and not upon the idea sought. Withdraw the effort, and the attention fixes upon the idea. The memory of the thing was in the brain, must have been there all the time, or it could never again have been remembered. Memory is a latent power, and always unconscious. Recollection is the mental activity which opens the cells of memory to the consciousness and recollection, therefore must always be conscious. That any portion of brain-work is done unconsciously in the act of recollection, is a theory to which we cannot subscribe without far stronger evidence than any which we have yet seen adduced.—DR. BUCKNILL, *in Popular Science Monthly for October.*

WHICH SHALL IT BE?

In view of the great dangers besetting young people of the present day, in the form of bad newspapers, illustrated "juvenile" monthlies and weeklies of a vile character, surreptitiously and extensively circulated, and finding their secret way into the best homes and school-houses of the land, the dullest managers of a *pure* periodical for the young hardly can fail to burn with a holy fire. If they only can do a negative good, in crowding bad reading to the wall, in taking up the children's attention so that foul publications are unheeded, a great work is accomplished; their mission is a blessed one, and good citizens everywhere should rally to their assistance. Let not parents deceive themselves. No home is too sacred or too carefully guarded for those fiendish invaders, the venders of low and dangerous juvenile publications, to ply their unholy trade. *Every* child is in danger for whom good, well selected, enjoyable reading is not provided by those most directly having its best interests at heart. All dangerous publications do not betray their character at a glance. Often they wear the mask of useful information, and even of piety. A mere general oversight will not suffice. Do not force your child to spend time in reading, but look to it that all his or her reading-time be properly and pleasantly filled. While you blindly congratulate yourself that your boy or girl, through a fondness for books and periodicals, must necessarily be learning something, it may be well to know what that something is. Undue intellectual stimulus for children is bad enough, but emotional stimulus is worse. In the hands of unprincipled purveyors, it opens the way to moral errors of every kind, and by quickening an else slow growth to what is holy, develops only precocity in vice. The point of the wedge is easily inserted, and, at first, as easily thrust back; but beware of the silent force that having once gained an entrance may split the peace and purity of your home.—"*Home and Society;*" *Scribner's for October.*

THE MORAL OF THE COLLEGE REGATTA.

And now that the noise of the captains and the shoutings have died away, what shall be said of the annual university regatta? Last year there was great doubt as to the victory whether of Harvard or Yale, and the feeling was very sore. This year—Harvard third, Yale ninth; a foul, and great fury. Nothing can be more desirable than physical training with the collegiate studies. Indeed, the air of the academic halls fairly hums with the music of *mens sana in corpore sano*, which seems to the young athlete the most comprehensive and conclusive argument. "Let me assure you," said the president of the college to the young Columbians, "in the name of the Faculty and the Board of Trustees, whom I represent, that it will be their pleasure to aid and assist you in carrying forward any thing that may tend to the physical development of the students." There is not a college president or professor in the country who would not, within reason, say the same thing. "Fear God and walk a thousand miles in a thousand hours," is the

golden rule of muscular Christianity. It is the protest against monkish sentimentality and morbid weakness. So might the athletic collegian say, "Cut ponies and win the boat-race." It would be an exhortation to honest study and to generous exercise. But the student should not forget that one star differeth from another star in glory. The purpose of colleges and delightful studies is not to graduate Mr. Westons nor brothers Ward, however deftly they may handle the oar, and walk from pole to pole. It would be a misfortune if an accident or an episode should become of more renown or importance than the purpose itself. If on the day of the Saratoga victory the existence of Columbia was for the first time known on the Ganges and the Hydaspes, as is very probable, let the reflective Columbian consider that Oxford and Cambridge were known at Hong-Kong before Putney was heard of. Noble sports, athletic exercise, generous gymnastics, high physical development, are to be promoted in every excellent way. Is the university regatta an excellent way?—EDITOR'S EASY CHAIR, *in Harper's Magazine for October.*

GEOGRAPHY IN SCHOOLS.

While there is great ado about methods in teaching this subject, and the "battle of the geographies" waxes fierce before the school boards, but a few stop to enquire into the real claims of the study, and he who should venture to say that it has no business in schools at all, that it usurps time which had better be given to other things, and is of very low value as a means of mental cultivation, would be regarded as absurd. Yet such an idea is entertained by many thoughtful persons, and it increases in force as our educational system is more closely scrutinized.

In his celebrated inaugural address, at the University of St. Andrews, the late J. S. Mill remarked: "It has always seemed to me a great absurdity that history and geography should be taught in schools; except in elementary schools for children of the laboring-classes, whose subsequent access to books is limited. Who ever really learned history and geography except by private readings and, what an utter failure a system of education must be, if it has not given the pupil a sufficient taste for reading, to seek for himself those most attractive and easily intelligible of all kinds of knowledge! Besides, such history and geography as can be taught in schools, exercise none of the faculties of intelligence, except memory."

If this very decisive verdict be thought merely the opinion of a theorist, it is easy to reinforce it by the judgment of practical men who speak from experience in the management of schools. A committee on "Text books, and a Graded Course of Instruction," of the public schools at Milwaukee, in their report to the board of School Commissioners on the study of geography, say: "The committee have given the subject full and careful consideration, and have come to the conclusion that the study of geography, as now pursued in our schools, should be radically changed. Considering the time devoted to it, and the application required, we are of the opinion that no study is productive of results so meagre and unsatisfactory. About the only positive result obtained is, storing the memory with an array of disconnected facts, which may indeed be made available in astonishing visitors at examinations, but are utterly useless as a means of unfolding the thinking powers. Nay, more, the very object of the study is defeated by the methods of instruction commonly in use. It is possible to find whole classes of pupils who have spent several years in 'learning geography,' and who can answer endless columns of questions in locating places; but who can in no sense be said to have acquired the knowledge which geography—rightly understood—is intended to impart."

They remark further: "The committee are of opinion that altogether too much time is devoted to geography in our schools. It seems to us that a sufficient knowledge of the subject might be acquired by considerably abridging the number of lessons, and giving the time to studies, of at least equal importance, which are now sacrificed to make room for the geography recitations."

Mr. Mill says that geography exercises none of the powers of intelligence, except the memory, and the committee declare that it does this badly; and both, we think, are right. Loading the memory with an array of arbitrary and disconnected facts is not the proper method of cultivating it. The true office of this faculty is, to be the servant of the other faculties. It is the power which recovers for present use the mind's past acquisitions. But the power of recalling past impressions rests upon the law of association, and rational memory depends upon the relations subsisting among the mental impressions. If knowledge has been digested, and the relations among its objects seen, their recovery in thought is easy and natural; but, where the other faculties are neglected, the memory is merely burdened with arbitrary statements, and only those things are remembered that are burnt into it by interminable repetition. Dr. Arnold reprobates the ordinary school method of treating geography, and commends the point of view here indicated. He says: "And this deeper knowledge becomes far easier to remember. For my own part, I find it extremely difficult to remember the positions of towns, when I have no other associations with them than their situations relatively to each other. But let me once understand the real geography of a country—its organic structure, if I may so call it; the outline of its skeleton, that is, of its hills; the magnitude and course of its veins, and arteries, that is, of its streams and rivers; let me conceive of it as a whole made up of connected parts; and then the positions of towns, viewed in reference to these parts, become at once easily remembered, and lively and intelligible besides."

The objection to teaching geography to the young is, that its entire subject matter is beyond the sphere of experience; it is therefore, much less fit to be used as a means of mental cultivation than many other subjects. Geography deals with an order of ideas which it is extremely difficult for the adult mind to grasp in their true relations, and impossible for the minds of children. "Geography is a description of the earth," and to begin with, the earth is a "vast globe, or ball." Now a child may have a correct conception of a ball, which it gets from experience, but it has no conception from experience which will help it to a true idea of what is meant by "25,000 miles in circumference." The notion is utterly beyond its grasp, and, so far from knowing the fact, or forming any just mental view of it, it is merely cheated with words. And so it is with the attempt to conceive the extent and relations of the great continental and oceanic tracts of the globe, or of its minor subdivisions into zones and countries, or of its great mountain and river systems. Into all these phenomena there enter an element of vastness, a magnitude of relations, and a scale of diversities, which are little more to the childish mind than if they were described to it in a language not understood. Maps, of course, are helpful, but they are only symbols which the pupil is incompetent to translate into reality. It matters nothing that all the statements of geography may be true; they are true to the pupil only as verbal statements made on authority. All that it can do is to memorize words of description, which is the lowest and most worthless work of education. An English gentleman, who was once riding on horseback in the country, was accosted by a boy, who offered, for a penny, to tell him all the capitals of Europe. When he had done, the gentleman replied, "Here is your penny, and I will give you another if you will tell me whether they are animals or vegetables." "Animals," replied the boy, promptly. This is, no doubt, an extreme case; but it illustrates what is very generally true in the school-study of geography—that the pupils have no adequate ideas of what the words mean.

The difficulty with geography is, that it does not rouse children to think, and cannot furnish them with materials for the exercise of reason and judgment, because, for this purpose, the things reasoned about require to be immediately accessible to thought. Without going so far as Mr. Mill, who declares geography in schools to be an absurdity, we are pro-

foundly convinced that the current teaching of it to young pupils is absurd. It should be postponed to the later stages of study, when the mind has attained a considerable degree of maturity, and then, by means of globes, a general conception of the great features of the earth may be acquired. This will form a suitable preparation for that subsequent reading upon the subject which Mr. Mill suggests.—*Popular Science Monthly.*

ELEMENTARY TEACHING.

The idea that poor teachers can give elementary instruction, that in the beginning, when children are young, the character of the instruction is less important, is a fatal mistake. The best teachers should initiate the studies, and guide the early development of children.

Not by a superficial familiarity with many things, but by a thorough knowledge of a few things, does any one grow in mental strength and vigor. De Candolle told me that he could teach all he knew with a dozen plants. Unquestionably he could have done it better perhaps with so few than with many, certainly for beginners. If a teacher does not require many specimens so they be well selected, neither should he seek for them far and wide. Let the pupil find in his daily walks the illustrations and repeated evidence of what he has heard in the school room. I think there should be a little museum in every school-room, some dozen specimens of radiates, a few hundred shells, a hundred insects with some crustacea and worms, a few fishes, birds and mammalia, enough to characterize every class in the animal kingdom. Pupils should be encouraged to find their own specimens, and taught to handle them. This training is of greater value and wider application than it may seem. Delicacy of manipulation, such as the higher kinds of investigation demand, requires the whole organization to be brought into harmony with the mental action. The whole nervous system must be in subordination to the intellectual purpose. Even the pulsation of the arteries must not disturb the steadiness of attitude and gaze of the investigator.

The study of Nature is a mental struggle for the mastery of the external world. If we do not consider it in this light, we shall hardly succeed in the highest aims of the naturalist. It is truly a struggle of man for an intellectual assimilation of the thought of God.—*Agassiz.*

NEW DISCOVERY BY GENERAL CENSOLA.—It is well known that General Di Censola, whose wonderful discoveries in Cyprus excited so much attention, and whose collections are now the property of the Metropolitan Museum of Art in New York, signified his intention, after disposing of his earlier gatherings, of returning to his field of labor, and of continuing his investigations on a large scale with the aid of the funds thus acquired. This promise he has carried out, and the discoveries now making bid fair to nearly if not entirely equal in interest those of his former explorations. He has already found some localities where the works of man in his earliest and most primitive condition have been detected, forming a very great contrast with those of the later Phœnician, Greek, and Roman occupants of the island.—EDITOR'S SCIENTIFIC RECORD, in *Harper's Magazine for October.*

IN 1870, in the State of New York, were 239,000 persons above the age of ten who could not read and write. There were 189,000 above the age of twenty-one who could not read and write, of whom 73,000 were male citizens and hence entitled to vote. The United States Commissioner of Education, in his report of 1872, informs us that over seventeen per cent of the adult males of the country who are essentially all voters, are illiterate. Of the 7,500,000 voters in the United States more than 1,000,000 cannot read the ballot they cast.

THE Board of Education of St. Paul has engaged a certain Prof. Fanning to "teach etiquette" in the public school; whereupon a "School Boy" suggests in the *Pioneer* that somebody should be employed to teach the same mystery to the Board of Education.

OFFICIAL DEPARTMENT.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

Correction.

The printers misplaced two answers, last month, in making the final corrections of the press. The answer to the question at the bottom of the first column, p. 357, is found in the middle of the next column —"The supervisors must proceed according to law," etc. The answer at the top of this second column should follow the question below it.

Question. In the formation of Lincoln county from Marathon, the dividing line runs across our district; does this make two districts of it?

Answer. No, it makes a joint district, which of course is or will be in two towns. A school district is a corporation, having an existence independent of any change of the boundaries of counties, towns, cities or villages. (25 Wis., 468.)

Q. In the formation of a new district, must the town board always divide the property according to the assessed valuation in the two parts? In a case here, the territory comprised in a new district now set off, was not settled when we built the school-house, and hence contributed nothing towards it.

A. The board has no discretion in the matter, and must conform to the law. It may work a little injustice sometimes, but this cannot be helped. The old part of the district probably has had the greatest as well as longest benefit from the school-house.

Q. If a district is formed and the first officers neglect to fill written acceptances, but go on and act, the district also building a school-house and opening a school, is the district to be considered as without a legal organization, and all its action illegal? It is so contended here by a tax payer.

A. The officers should file their written acceptance; but the requirement to do so is directory, and it is not likely the courts would hold that the neglect to do it renders their subsequent action and the action of the district illegal. Written acceptance of two members of the board is a proof of organization; but the record of election and the actual service of the persons elected would probably be held as sufficient proof, as against any pretension to the contrary.

Q. A special tax was voted in this district, but before it was assessed, one section of land was set into another district, the order not to take effect for three months; is this section exempt from the tax?

A. No, it is in the district until the three months expire, and even then is chargeable for the tax, if not yet collected.

Q. Suppose the order took effect immediately, would the land be exempt?

A. Probaly not, as the tax was voted on the assumed existing valuation of the district, and its ability to pay the tax. (22 Wis., 602.)

Q. How soon should the district clerk assess a special tax voted under section 64, and make out the warrant?

A. He should do it without any unreasonable delay, and is liable to *mandamus* if he does not.

Q. I moved my family and some goods temporarily into another district, to put in some crops, and now I find another man has been appointed director by the board in my place; have I lost the office?

A. If you intended to return, you have not; but if your absence involved a neglect of duty, you might have resigned. If the board felt aggrieved at your absence, they might have asked you to resign, or have asked your removal by the county judge, under section 124, but had no right to appoint till there was an actual vacancy. Still, for the good of the district, it may be better to waive your claim to the office, if an election will take place the last Monday in September. (Written Sept. 1.)

Q. The treasurer and director contracted for some globes, maps, etc., without seeing the clerk; is the contract good?

A. No, the contract is not binding on the district; the law plainly requires not only a meeting of the board, but the unanimous act of the board. (Section 48, at the end.) Even if the district votes money

for apparatus, the board could not act legally in its purchase without a meeting being called. A school board cannot act as a board, unless a legal meeting is called.

Q. If the clerk, director and treasurer of a school-district should happen to meet together without previous notice, and should then and there consent that they would call it a meeting of the school-board, would such a meeting of the school-board be legally constituted for doing district business?

A. Just as legally as would an accidental meeting of the members of the legislature. The law prescribes the way in which a meeting of a school-board shall be called, and for the very purpose of preventing accidental and informal meetings, and consequent hasty action.

Q. We have had a graded school for several years, but during the last year we had but one department in operation; this summer we held our district meeting in July, as usual, and made arrangements for two departments; was this a legal meeting, or had we lost our status as a graded school?

A. The temporary suspension of one department, with no intention of ceasing entirely to maintain a graded school, did not render it improper to hold your meeting in July, and its action may be considered legal.

Q. Our teacher has punished some by depriving delinquents of the privilege of one or more recesses. Is not such a practice questionable, to say the least, and ought not a regard for the health of the scholars lead teachers to substitute some other punishment, even of the rod?

A. If for any special reason deprivation of the usual recess is thought to be a suitable punishment, let the pupil nevertheless have a recess alone, at some other time. Entire deprivation of recess is not proper, and may be injurious.

Q. Ought pupils from abroad, attending a large private school here, to be enumerated in the school census?

A. Why should they? You do not expect to give them any schooling; your town derives the legitimate benefit of the location of the school in it; the pupils themselves have no legal residence with you, but are or may be enumerated, as school children (if under 20) in the several districts where their homes are, and where they would be entitled to attend school, when at home.

Q. Can a district, at annual meeting, *limit* the wages to be paid to teachers?

A. The district can determine the length of the school terms and the sex of the teachers to be employed, and likewise vote the amount it pleases for teachers' wages, under the provisions of sub-section *sixth*, of section 19. In these several ways a district may indirectly control the action of the board some, as to wages, but the district can not fix a minimum.

Q. What can a town clerk do, if the district clerks delay to make their report?

A. He can remind them of the need of promptness in order that he may make *his* report in time, and so the county superintendent his. If there is an appearance of willful neglect, attention may be called to section 126.

Q. Is there a new law in regard to first and second grade certificates? Is a first grade good for three years and a second grade for two?

A. No, the law remains as it was; a first grade is good for two years and a second grade for one year.

Q. What is to be understood by "town lines," in section 93?

A. The lines of the towns in the county, as they actually exist, though some may embrace more and some less, than 36 sections, or a township. An inspection district must embrace "not more than 4 towns," not townships.

Q. If A receives 1 vote as clerk; B 5 and C 6, is C elected?

A. Yes, because he has the most votes.

Q. After electing a clerk, can the meeting reconsider and elect a different person?

A. It can do so; the person first elected does not thereby acquire a right to the office, so as to preclude reconsideration.

Q. Is it lawful for a district to have two school houses?

A. It is not unlawful, if necessary, but quite unusual in country districts.

EDITORIAL MISCELLANY.

We give this month a prominent place to the Report of the Committee on Upper Schools, read by Dr. Hays at the recent meeting of the National Association. We ask for it from our readers a careful and thoughtful perusal, believing as we do that it is based upon wise theories and contains practical suggestions of the utmost value.

We wish here to express the hope that in advocating the claims of secondary and advanced education we shall not often be held, as by a solitary recent critic, to "belittle the claims of the lower or primary schools to public regard." We must be strangely misunderstood if a single word of ours, written or spoken, has conveyed this impression. Our chief hope and aim is to *exalt* the claims of these schools in public regard. The trouble is that public regard holds them in far too low esteem. This is not because the schools are in general poor and unworthy of confidence,—these schools are exactly what the people make and pay for; but because education itself is not yet properly understood and valued by a too indifferent public.

Evidences of this indifference are seen on every hand, in school buildings and grounds unnecessarily poor, in teachers unnecessarily cheap and ill qualified, and, not least, in an unnecessary irregularity of attendance, which largely diminishes the benefit which the schools, even as now constituted, might otherwise produce.

While seeing in very many of the primary schools much chance for improvement, while denouncing their waste of time and energy and public money in unintelligent and incompetent methods, we nevertheless yield to no one in our faith in the system,—in what we hold to be a just and discriminating belief in the great value of our five thousand primary schools as a whole.

Our belief in their general value, however, and our deep conviction that no other system can so satisfactorily supply their place, does not blind us to the need of seeking in every way to make their value still greater—to make them as a system so excellent that every hostile word must be changed to a word of praise.

We have not thought it worth while, either in our public expressions from the platform, or before the larger audience of Journal readers, to praise a *system* that needs no praise. Our duty has appeared to lie in a different direction. To show the pre-eminent value of trained intelligence, both to the State and to the individual; to show that advanced education is as necessary to the best results in primary education as both grades are necessary for the welfare of the State; to indicate the presence, the cause, and the cure of existing defects in our State system—these things have so possessed us with their too little understood and appreciated importance that we have no time for —perhaps little thought of—such not uncommon and possibly not very useful eulogiums of the country schools as we reprint and comment upon in another article.

But even the unknown author of those "eloquent and moving" words admits that "some of our country schools are a disgrace to our civilization," and that "many teachers are ignorant and inefficient,"—the simple and sad facts we have asserted and for which we would seek remedies.

Not the least effective remedy, as our readers know, although by no means the only remedy, we hold to be increased facilities for advanced education. This view we hold, and have long held, in common with many of the most thoughtful and progressive educational men of the country. President White, in his address at Detroit, said upon this very theme:

"You ask why this low level in our great public school system. I answer simply because your teachers, as a rule, are those whose culture and power have been gained only in the public schools, and have stopped there. As a rule the teacher is too often a pupil who has barely learned enough in the schools to

be passed by a rural school committee. It is simply 'breeding in and in,' and that system of breeding will destroy any race, whether of kings, teachers or beasts of burden." Again he says: "When we attempt to divorce advanced from preliminary education we are simply persisting in cutting the whole mass of branches and boughs and blossoms of education from the trunk."

Our own ideas of the mutual relations of the different grades of instruction and of the essential unity of all educational interests, are clearly and tersely expressed by Dr. Hays. So wise do we believe to be the words, so exactly accordant therewith are our own oft-expressed views, and so important to the State at the present time is this subject in question, that we need ask no indulgence for the repetition here of this admirable confession of our own educational faith:

"What is needed is that there should be an ample supply of first-class common schools, to which all who will may go, and those who won't shall be compelled to go, and out of which a large number who have the taste, ability, and opportunity shall be urged to go on through the intermediate school and the college, so that we shall not merely have educated ministers, lawyers and physicians, but also that society shall be pervaded and penetrated with the elevating influence of refined merchants, mechanics, agriculturists and energetic business men in all callings. Our educational interests are thus a unity to be enlarged and strengthened by co-operation, and to be weakened and destroyed by division and controversy. A great point would be gained if public opinion could be made to believe in the vast importance of this dove-tailing together all these parts of our educational system, so that from the rudiments to the highest researches the rise shall be gradual, but direct and inviting."

New Courses of Study in the Normal Schools.

We are gratified in being able to announce a reform in the right direction inaugurated by the Normal School Regents at their recent annual meeting in July. A revision and enlargement of the course of study in the State Normal Schools has been for some time in contemplation. Certain changes recommended at the last meeting by the Committee on Text-books and Course of Study were adopted by the Board with substantial unanimity. Hereafter, instead of one three years course, there are to be two courses, one of two and the other of four years, known respectiuely as the "Elementary Course" and the "Advanced Course."

The regular diploma is hereafter to be given only to those who have satisfactorily completed the Advanced Course. To those who have thus completed the Elementary Course a "Certificate" is to be given, certifying to the fact of such completion and specifying the studies of the Course. This certificate, like the regular diploma, is to be signed by the President of the school and by the President and Secretary of the Board, and after one year's successful teaching in the State by the holder may be countersigned by the State Superintendent of Public Instruction, and then (after appropriate legislation) have the force of a five years' State Certificate.

In the Advanced Course among the branches additional to those hitherto required is two and one-half years of Latin.

The Normal Schools will now send forth graduates not only of broader culture, but better qualified to engage in the High School work of the State—a work that must itself soon find enlargement to meet the increasing demands of society.

An anonymous correspondent of a newspaper published in one of the best known and most thriving villages of the State furnishes a well written report of a successful Institute recently held in the place. In a paragraph concerning an address delivered before the Institute and citizens appear some pleasant words of general praise, succeeded by what we take to be respectful and friendly criticism on a certain point, as follows:

"We venture just a word of criticism. In his eager zeal in defense of a higher culture, we fear the Superintendent may belittle the claims of the lower or primary schools to public regard. We agree with him, that some of our country schools are a disgrace to our civilization. That many

teachers are ignorant and inefficient, but with all their defects these schools have been, and are doing a noble work. From their rude, unsightly walls have gone forth, (not to high school or college,) but to the actual conflicts of busy life, some of the really great men of the past, and who shall say, that, in a coming hour of trial and danger, our country may not be forced once more to rely on the great, honest, manly heart of a future Lincoln or Henry Clay, now sitting at the feet of some obscure country pedagogue? We believe in a higher culture, but let us remember that, in a country like ours 'the greatest good of the greatest number' should be the prevailing sentiment,"

We are impelled to a brief examination of this criticism, because it contains ideas frequently heard and applauded, but ideas that are really mere specious seeming falsehoods and unworthy of repetition. For these two reasons we desire here and now to puncture this glittering bubble.

(1.) It is plainly implied that "some of the really great men of the past" owed their greatness to something imparted by "obscure country pedagogues," and Lincoln and Clay are cited as examples. History informs us that these illustrious men attended school but a few months. The time thus spent by them was barely sufficient to give them the rudiments of the simplest branches of learning. Is it credible that their greatness—their ability and virtue—were due in any appreciable degree to the early educational advantages they had,—or rather did not have? No, the "country pedagogue" can lay very little claim to the honor of having formed these characters. The true secret of their greatness is inherited ability, home-cultivated and self-cultivated.

On what logical principles can the virtuous greatness of Lincoln be referred to his few months of early and probably poor instruction in a common school, and not also the vicious greatness of a Fisk or a Tweed be referred to the same cause? The following paraphrase contains exactly as much truth as the original statement: "From their rude, unsightly walls have gone forth, not to high school or college, but to the actual conflicts of busy life, some of the most unprincipled and dangerous men of the past; and who shall say that, in a coming hour of trial and danger, our country may not be forced once more to suffer from the corrupt principles and degrading practices of a future Fisk or Tweed now sitting at the feet of some obscure country pedagogue?"

The mere fact that a great good man or a notorious bad man received a few months' elementary instruction in a common school, or in any other school, counts properly as nothing for or against such school. Character is not formed by a few months' instruction in an elementary school. The mere arts of reading and numbering have in their acquisition no such miraculous power, and the more generally and thoroughly this is understood the better.

Everything that goes to make up character is chiefly derived from inheritance and from home and social influences. These influences may be largely modified and supplemented by school culture, provided school culture be *sufficiently protracted and systematic.* One, two, or even five years devoted to the acquisition of elementary facts in reading, orthography, arithmetic and geography, in the average common school, and before the age of twelve or fifteen years, cannot effect large results in the way of character. Reason and facts are both opposed to such results. There are exceptional cases when a teacher of superior endowments strongly impresses his pupils through his own character,—and it is just such teachers we want to see multiplied; but under existing conditions, and largely under any conditions, it is not mere primary intellectual instruction that gives power either to individuals or to States.

No more insidious and dangerous educational heresy could be uttered than this founding of the wisdom and greatness of illustrious men upon the slender basis of a few months of common school culture. It puts such culture in a false light. It gives it an importance that cannot be justified. It forbids a due appreciation of that better culture which comes from systematic employment of longer time and higher studies. It ignores that per-

sistent self-activity, self-cultivation, self-growth which are almost invariably large elements in the success of great men.

(2.) The paragraph also implies that in our zeal for a higher culture we are forgetting the foundation principle of our democratic govarnment—"the greatest good of the greatest number." This point also claims attention because it is a representative sentiment often expressed against the friends of higher schools.

For our own part, we assert that so far from forgetting it, "the greatest good of the greatest number" is precisely what we devoutly believe in and have in view. The present defects in our system of education, and some of the popular beliefs respecting education absolutely prevent the realization of this wise and benignant principle. We have now the greatest good for the richest, and the greatest good for those dwelling in favored localities.

A rich man living in any part of the State can easily send his children to good schools elsewhere, if they are not found in his vicinity. The poor man cannot do it. He must patronize what is nearest him. In general, among the sons and daughters of poor men are found the most promising youth. In them is found the highest physical, intellectual and moral vigor. They also constitute the majority of the youth of the State. These have now to a considerable extent indifferent local advantages for primary instruction, and to a great extent almost no local advantages for higher instruction. This is not the greatest good of the greatest number. Such good will be attained only when the thousands of country schools shall be as excellent as the best of village and city primaries, and when superior academic culture is within possible reach of the pupils of every county.

Preserve and improve the common school. Make it worthy of all honor. Give it in its architecture and its surroundings all the grace, attractiveness and comfort the means of the district will warrant. Above all, put in it the wisest and most skillful teacher circumstances will permit the district to secure. Send the children promptly and regularly, so that they may get from the school the greatest good in the shortest time. When they have completed the elementary course send them to the high school. Give them there some valuable *culture* as well as valuable knowledge. Give, if possible, to *all* healthy children this high school or academic culture. Their happiness demands it. Their citizenship in this country and age demands it. Thus will the greatest good of the greatest number be really secured.

THE INSTITUTES.

The Fall Institutes are now about half concluded. It is with gratification that we have received evidence of the general success of both these and the Normal Institutes of August. They have been well attended and well conducted. As a result hundreds of teachers will enter upon their work with new and enlarged ideas and a deeper interest. Our personal visit to several Institutes in counties not visited last spring confirms the good opinion we then received of the character and influence of this Institute work.

One other impression has also received further confirmation—that the County Superintendency is a valuable auxiliary educational force the State cannot afford to dispense with. As our personal acquaintance with the Superintendents is extended our confidence in their general ability and fitness for their important work is also increased. We confess that notwithstanding the office is, like others, the gift of a political party, yet it is in general, so far as our observation has extended, judiciously filled. The people have, doubtless, in several instances, made mistakes, but it is greatly to the credit of their intelligence that they have made no more. Theoretically we were once in favor of an appointive system. We are less so to-day.

AMONG the original articles we have published in the current volume and which have been reprinted in other educational journals and in newspapers, Prof. Allen's contributions on "History'

appear to have been most popular. They have been thus republished for the benefit of teachers in several other States. And they are every way worthy of the honor. For those interested in either the teaching or the study of history they have practical analyses and suggestions of much value. The article from his pen in the present issue on "Instruction in American History," has all his usual characteristics of clearness, concentration and practical usefulness.

PROF. EMERY incidentally informs us that the enrollment of the Fort Atkinson High School is the present term the largest in its history, embracing 109 names. There is a class of 25 beginning Latin. This is a good report, but it does not surprise us. We have known ever since our visit there last Spring that there is a good deal—an unusual amount—of wisdom in Ft. Atkinson. We found there a condition of things we had observed nowhere else in the State, and have not since observed. Its school system is, in our judgment, a model one. We left the place last Spring with the intention of soon after presenting our readers with a description of that system. The inexorable fatality that puts only twenty-four hours in a day, when we need fifty, has, however, prevented the realization of that as of many other virtuous intentions. We think our only resource now, after the lapse of Lethean months, is to ask from President Emery a description of the schools under his charge. Will he not favor our readers therewith?

THE Madison High School, under the efficient management of Principal Shaw, and in its elegant new building, is getting a character worthy of the city. Quite a large number of pupils from the country are in attendance—chiefly those fitting themselves for teaching. The school has a goodly number who will graduate at the close of the present school year, several of whom will then enter the university.

NORMAL SCHOOL VISITORS.—The following Visitors to the State Normal Schools have been appointed by the Superintendent of Public Instruction for the year ending August 31st, 1875:

For Platteville Normal School—B. M. Reynolds, N. C. Twining, A. E. Howard.

For Whitewater Normal School—Samuel Shaw, J. Q. Emery, J. H. Terry.

For Oshkosh Normal School—A. F. North, J. B. Thayer, Michael Kirwan.

THE Fall term of Milton College is an exceedingly prosperous one, there being more students in attendance than during the same term in many previous years.

DISTRICT CLERKS.—A correspondent thus presents the reasons for compensating these officers for their services. We hope others will urge the measure:

Is it not in accordance with the principles of equity to pay district clerks for their services to the district? Their time is generally worth from one to three dollars per day, and frequently at the time that the annual school meeting should be held, or the district census taken, their labor is in great demand. In country districts they may be wanting to thresh their grain, or be needed to assist their neighbors in threshing or stacking, and that to, when a day's work, or even an hour's work, may be the saving of several dollars by a proper handling of crops at the right time; and they may need the pay for their labor to aid them in providing for their families. But at such times the clerk must either work when he needs rest, or else neglect some of his duties, either to his family or to the school district that he may be called to serve. In some school districts only a small per cent. of the inhabitants are fit for the office, either through actual ignorance or ignorance of our language, so that in some instances the duties of school clerk are practically a tax on education. Our late clerk, and the father of our late teacher, who is also district clerk, were elected to the office partly because of the unwillingness or incompetency of others in the district to properly discharge its duties, and they are both poor and need all they can earn.

Some school districts have allowed their clerks from five to ten dollars annually, out of the district funds. Why may not our school law provide for paying them from five to fifteen dollars annually, according to the number of children in the district? W.

ILLITERACY.—The same correspondent sends us a note in regard to the request for statistics of illiteracy. We are satisfied that few district clerks will gather them unless required by law, and paid for it:

Concerning the request of the Superintendent of Public Instruction, for the names of persons twenty years old and upwards, who can neither read or write, I wish the request had not been made. I suppose my neighbor, Mr. ———, cannot write, but of his ability to read I know nothing, and am also uncertain about Mrs. ——'s accomplishments. It has been said that the wife of Hon. ——— cannot write for want of proper education, but of her ability to read, I know nothing, and should not like to play the inquisitive to find out. The request in regard to such as are between the ages of 15 and 20 is a good one. W.

SCHOOL TERMS.—He also treats on some of the difficulties in bringing about a reform in this matter:

It is recommended that the winter terms of our country schools commence earlier in the season, say in October, especially when of four months duration. I find that parents wish to do as they please about sending their children; and while some may care for their children's comfort and interest by sending them at the commencement of the term, a large proportion, and sometimes the majority of the parents, will keep their children at home to help husk corn, watch cattle, or to do other work; and generally they are the backward children that are thus kept. W.

TEACHERS should impress upon children the importance of signing their names legibly. Nowhere is indistinct writing so puzzling. Nothing of course can be learned from the sense, and it is impossible to say that a certain interpretation is nonsense, because almost any combination of letters *may* be a name.

AN Iowa teacher writes, "Please send me a specimen copy of your JOURNAL. Have read your articles in other journals, Find none that suit me as well."

LEFT US.—We regret to learn that H. O. Durkee, long at Kenosha, has removed to Oak Park, Ill., and A. Earthman, from Reedsburg, to St. Paul, Minn.

A NATIONAL UNIVERSITY.

We have received from Dr. J. W. Hoyt, of this city, chairman of the National University Committee of the National Educational Association, a copy of the Bill introduced into Congress proposing the establishment of such a University, and of the Report of the appropriate Congressional Committee on the subject, as presented by Mr. Perce, chairman, March 3, 1873. As matter of interest and general information, we give a few extracts from the Bill and from the Report —enough to indicate the general idea and scope of the proposed institution, deferring comment till a future time:

A BILL TO ESTABLISH A NATIONAL UNIVERSITY.

WHEREAS, It is a condition of the national welfare that ample provision should be made for the intellectual culture of the people; and,

WHEREAS, It is essential to the completeness of such provision that there should be founded and maintained in the republic a university, comprehensive in plan, national in character, and so related to the other institutions of the country as to supplement their work and with them form a complete system of American education; therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That an institution shall be established at the national capital, to be called "The National University," where instruction shall be given in the higher branches of all departments of knowledge, and facilities shall be furnished for research and investigation.

SEC. 2. That the government of the university shall vest in a board of regents and a university senate.

SEC. 3. That the board of regents shall consist of one member from each state of the United States, to be appointed by the governor thereof, with the advice and consent of the chief justice and the superintendent of public instruction, or other like officer of his state; five members from the country at large, to be appointed by the president of the United States, with the advice and consent of the chief justice, commissioner of education, and chief officer of the university; and the following members *ex-officio*, to-wit: the chief justice of the United States, commissioner of education, commissioner of agriculture, commissioner of patents, superintendent of the coast survey, superintendent of the Naval Observatory, sec-

retary of the Smithsonian Institution, and the chief officer of the university, fifteen to be a quorum; who, with their associates and successors, are hereby created a body politic and corporate, with the name of "The Regents of the National University." * * * *

* * * * * *

SEC. 7. That there shall be a general council of the university, composed of the executive officers thereof, all professors and other instructors, all incumbents of fellowships, and all graduates of the university. It shall have authority to take into consideration all questions affecting the welfare of the university, and to make recommendations thereon to the board of regents, or to the university senate.

* * * * * *

SEC. 10. That in the constitution of the instructional corps of the university, as well as in the nomination and appointment of officers, professors and teachers, such principles shall govern relative to compensation, rank and promotion, as in practice shall best encourage merit and promote efficiency.

SEC. 11. That among the faculties first organized, there shall be, substantially, a faculty of philosophy, of the social and political sciences, of jurisprudence, of commerce and finance, of education, of letters, of natural history, of medicine, of agriculture, of mining and metallurgy, of applied chemistry, of the mathematical and physical sciences, of topographical and hydrographical engineering, of civil and mechanical engineering, of navigation, of architecture and of the fine arts. [This section is condensed.]

SEC. 12. That no chair for instruction sectarian in religion or partisan in politics shall be maintained upon funds derived from the general university endowment; and no sectarian or partisan test shall be allowed in the appointment of professors to the chairs so endowed and maintained, or in the selection of any officer of the university. But chairs or faculties for instruction in any department of learning, or in the support of any principles of truth may be endowed by gift, devise, or bequest; and the parties endowing the same, or their legally authorized trustees, shall have the privilege, subject to the approval of the board of regents and university senate, of designating the titles thereof, the instruction to which such endowments shall be devoted and the persons by whom the instruction shall be given. But no amount less than one hundred thousand dollars shall be considered a full endowment for any chair in the university.

SEC. 13. That instruction shall at all times be as nearly free for students as is consistent with the income of the university and the best interests of learning.

SEC. 14. That admission to courses of instruction, or to the libraries, museums, and other auxiliaries of the university shall be granted on conditions prescribed in the statutes; but no person shall be admitted for purposes of regular study and graduation who has not previously received the degree of bachelor of arts, or a degree of equal value, from some institution recognized by the university authorities.

* * * * * *

The other sections relate more to the details of the plan.

We next give a few extracts from the

REPORT OF THE CONGRESSIONAL COMMITTEE.

"Science and learning are acknowledged to be the agencies by which every people is raised from a condition of barbarism to the emjoyment of civilized life, and hence in every enlightened country the University is cherished as a potent means of social and national progress. *

"It is unnecessary to frame an argument to show the special importance of university culture in a country like ours, where the administration of public affairs, the moulding of our political institutions, and hence the destinies of the republic, are intrusted to representatives chosen by the people; where, moreover, as nowhere else, there must constantly arise new problems demanding the sure light of science, material, social and political, for their solution. It is not enough that the American Republic be distinguished by the universality of common education; it should be no less distinguished by the prevalence of thorough culture.

"This need of the university has been felt and strongly expressed by many of the most distinguished citizens in all periods of our history. * * * *

"Passing now from the question of *need* to the question of *how that want is to be met*, the committee are satisfied that it cannot be by any institution at present existing, for these reasons:

1. That none has, nor is likely to have, for a century to come, the pecuniary resources essential to the highest and most complete university work.

2. That none can be made so entirely free from objection on both denominational and local grounds as to insure the patronage of the people, regardless of section or partisan relationship.

3. That no institution not established on neutral ground, or other than *national* in the important sense of being established by the people and for the people of the

whole nation, and in part for a national end, could possibly meet all the essential demands to be made upon it. * *

"Another very important feature of this bill consists in the careful and impartial recognition it makes of all classes of our schools, and in the adaptation of the proposed university to meet the urgent demands for some influence which, so far from interfering or in anywise conflicting with them, will tend to stimulate, elevate and harmonize them all, while at the same time, supplying a crowning institution capable of supplementing their work and of giving to the country a well ordered system. * * * * *

"The plan as to endowment is simple, definite and secure—this, namely, that the government shall bind itself to pay to the national university, in perpetuity, five per cent. interest on a registered, unassignable certificate of twenty million dollars, and that, for so long a time as is necessary, the accruing interest may be used for the purchase of grounds, the erection of needed buildings, and the equipment of the several departments of the institution. * * * * *

If, then, it be true, as the committee have briefly endeavored to show, that our country is at present wanting in the facilities essential to the highest culture in many departments of learning; and if it be true that a central university, besides meeting this demand, would quicken, strengthen and systemetize the schools of the country from the lowest to the highest; that it would increase the amount, and the love of pure learning, now so little appreciated by our people, and so improve the intellectual and social status of the nation; that it would tend to homogenity of sentiment, and thus strengthen the unity and patriotism of the people; that by gathering at its seat distinguished savans, not only of our own but of other lands, it would eventually make of our national capital the intellectual centre of the world, and so help the United States to rank first and highest among the enlightened nations of the earth; then is it manifestly the duty of Congress to establish and amply endow such a university at the earliest possible day.

The committee therefore affirm their approval of the bill, and recommend its passage by the House."

RESOLUTIONS OF THE NATIONAL EDUCATIONAL ASSOCIATION.

The following resolutions were unanimously adopted August 6, 1874, at the meeting held at Detroit:

Resolved, That this Association does hereby re-affirm its former declarations in favor of the establishment of a National University, devoted, not to collegiate, but to true university work, providing higher instruction in all departments of learning, and so organized as to secure necessary independence and permanence in its management.

Resolved, That a committee of this Association, consisting of thirteen members. be appointed to lay this subject before Congress, with power to appoint a committee in each state for co-operative effort.

REEDSBURG, Wis., Sept. 6, '74.

MESSRS. SEARING & PRADT—

Dear Sirs:—Will you give, through the JOURNAL, your, or the most reliable, opinion in regard to the sinking of objects in the deeper parts of mid-ocean? Many claim there is a limit, a point below the surface at a fixed depth, beyond which nothing, not even a cannon ball, will sink on account of the immense weight and consequent compactness of the water overcoming the power of gravitation. By answering, you will oblige,

Yours, &c., L. A. MURRAY.

Mere theories are of little account. Former experiments in this matter were indecisive and fallacious. It was thought necessary to use a large strong rope in order to sink a heavy plumet to a great depth. But the rope was liable to be swept into a bight or bend by unknown deep currents; and more especially the friction of the rope, and its own great weight, saturated with water, rendered it impossible to tell when the plumet reached the bottom, or whether it reached it at all; and this gave rise to the notion that it did not. But in the more recent deep-sea soundings, a strong hempen cord as thick as a quill, was found sufficient to bear a strain of half a ton. Accurate soundings have been made to the depth of four miles. The old notions of depths of eight miles, and even of unfathomable abysses, are now exploded. A recent number of the British Quarterly Review contains an interesting article on the "Depths of the Sea," based on the reports of the experiments and discoveries of Carpenter, Jeffreys, Thomson and Nares, made in connection with the cruises of the Porcupine, Lightning, Challenger, and Shearwater, and extending from 1868 to 1873.

PROF. CHAMBERLAIN very pertinently raises the query, at the close of the introductory illustrations with which his valuable paper opens: "Is our profession a science at all?" (See his article in the Sept. number, p. 330.) It is one of the encouraging signs of the times, that several indications have appeared, within the last few years, that the truth is dawning upon us that there *is* such a thing as a science of education; and another "severe criticism" upon the practical results of our common school educational work, is to be found in such marvelous follies as have been exhibited not a thousand miles from Madison or Beloit. When such common information as the results of the slightest geological survey of the State ought to be made to diffuse through every school and every family, is possessed by our citizens at large, we may hope that an ordinary farmer will know it to be as absurd to dig into his farm with the expectation of finding coal as it would be to disembowel his oxen to find gold. The Professor has struck a vein of thought and of practical utility that needs to be followed up. Who will prepare for us the Geography, the Geology, and the Natural and Civil History of the State? And what future legislature will put them in the list of common school studies, even though it should diminish the amount of the profound instruction given the children in the "Constitutions?"

These remarks were written last month but left over.

AT the close of the last term, the School Board of Madison gave the pupils of the High School a public evening reception in the Assembly Chamber, with provision for dancing and refreshments. This is well. We heard an intelligent citizen remark that it was the first time he had seen a school thus honored. Let the custom extend and prevail. Let every school be recognized and honored. But we diffidently suggest that a rural *fete*, by day, would be more appropriate. If the children of every school could look forward to a rational and well arranged day of pleasure, at the close of the term, asking nothing from the school fathers but the ice cream, it would be a beam of hope and expectation that would lessen the monotony of the school room.

TEACHERS may act upon the same idea in a more humble way. Now and then a Saturday might be gilded with a little recreation in the way of a walk in the fields and woods; a little botanizing or "bug-hunting," providing the teacher has the tact, the knowledge, and the interest needed to make such a thing a success; and if lacking, effort and resolution will in some degree supply the lack. Once in a while, in a more formal way, get out the parents, say of a class at a time if no more. Of nothing else that is good, are Americans so little appreciative as true social enjoyment. They have inventiveness enough to more than supply a dozen nations, except in the conduct and embellishment of life.

"CHURCH."—We have before us a pamphlet edition of a very ingenious disquisition on the etymology of the word "church," by Prof. Feuling, of the State University. The Professor holds, with some others, that the common derivation of the word from *kuriakon* is incorrect, and contends that it comes from *cura*, and hence has the same etymology as the words *cure*, *curate*, etc. It would take too much space even to indicate his process of reasoning, but it proceeds upon both historical and philological grounds, and seems to establish the position taken. The Paper was read before the "Wisconsin Academy of Sciences, Arts and Letters," and is printed in the last volume of "Transactions," elsewhere noticed.

HON. W. D. HENKLE, of Salem, Ohio, (formerly State Commissioner of Schools), announces a new periodical, to be entitled "Educational Notes and Queries," to be issued as soon as the number of subscriptions received shall be sufficient to defray the cost of publication. It is not designed, he says, "to take the place of existing school journals, but to deal with details

rather than generalizations." Mr. Henkle has the ability and learning to make this a valuable publication if sustained, and he desires those willing to aid in the matter to send him immediately, name and post-office address. It will be a sixteen-page octavo, exclusive of advertisements, issued monthly, except in the vacation months of July and August, at *one dollar* a year.

MESSRS. A. S. BARNES & CO. also announce that in a few weeks they will commence the publication of a Monthly School Journal, of a popular character, to be entitled the "National Teachers' Monthly." It will be conducted by J. Mahony, Esq., who is already known to fame as the editor of the *Chicago Teacher*, the spiciest of educational journals. All the wit and vigor that have characterized its pages will be transferred to the new periodical. Subscription price 75 cents a year, or $6 for a club of ten. Address A. S. Barnes & Co., 113 and 115 State Street, Chicago, Ill.

WALWORTH COUNTY.—The Institute at Elkhorn was held August 17, and continued two weeks. It opened the first morning with thirty-five teachers present; in the afternoon the number was increased to fifty-five; new members came in nearly every day, and the Institute closed with ninety members enrolled. The character of she Institute was of a high order, and as a whole it was a grand success—the best ever held in Walworth county.

From the attendance, and the interest manifested, it is evident that there is increased interest and enthusiasm in educational matters here. Much credit is due to the conductors, Profs. Geo. Beck, of Platteville and E. H. Sprague, Elkhorn, for the manner and zeal with which they conducted the exercises; also, to Supt. Ballard, for his aid and suggestions, and to the teachers for attention (for the Institute was thoroughly alive) and study. Seven hundred and twenty-six hours and fourteen minutes were spent in study by teachers present. Expenses $3 per week.

G. M. RICHARDS, *Sec'y.*

THE NORMAL SCHOOLS.—At Platteville, we learn that the attendance is 112 normal, 110 academic, and 52 primary pupils. Things are running smoothly, and the new teachers, Mr. Gardiner, from Neenah, and Miss Brayman, are taking hold in a satisfactory manner.

At Whitewater, the rooms are all full, the academic and primary overflowing. Several repairs and improvements have been made. Prof. Salisbury is still with the Institutes, and Mr. Wooster, late assistant of Prof. Chamberlain, is doing some of Mr. Salisbury's work.

At Oshkosh, 181 normals and 183 grammar, intermediate and primary pupils, together with a "special sub-preparatory class" of 22, make a grand total of 386. Though the room has been increased, the seats are crowded, as an unexpected number of normal applicants have presented themselves.

On the whole, the schools seem to start off for a new year with much good promise.

CITY SUPERINTENDENTS.—The following are all new incumbents, Columbus Grand Rapids and Wausau having recently elected a Superintendent for the first time:

Beloit, Rev. Fayette Royce; Columbus, S. A. Burrington; Grand Rapids, Henry Hayden; Kenosha, Rev. H. M. Simmons; Milwaukee, James MacAllister; Mineral Point, Thos. Priestly; Oconto, D. P. Moriarty; Racine, A. C. Fish; Sheboygan, John H. Plath; Watertown, Wm. Bieber; Wausau, B. W. James.

Messrs. Moriarty and Bieber have, we believe, held the office before.

NEW PRINCIPALS.—We note the following:

At Beloit, C. J. J. Paine; at Kenosha, Geo. C. Bannan from Ypsilanti; at Berlin, Geo. M. Bowen; at Neenah, H. A. Hobart; at Reedsburg, T. C. Gould; at Hartford, R. A. Anderson; at Lodi, A. A. Miller; at Brodhead, D. Kinney; at Superior, Geo. E. Howard; at New Lisbon, W. S. Johnson; at Wauwatosa, W. J. Bowen.

BOOK NOTICES, ETC.

PHILOSOPHY OF ENGLISH LITERATURE; a Course of Lectures Delivered in the Lowell Institute. By JOHN BASCOM, author of "Principles of Psychology," "Science, Philosophy and Religion," "Æsthetics." [President of the University of Wisconsin.] New York: C. P. Putnam & Sons. 318 pp., 12 mo.

Here we have a book that was wanted, which is more than can be said of most books. Aside from the work of Taine, which is too ponderous for an ordinary text book, the numerous "Manuals of English Literature" put out, with slight exceptions give only "specimens" and little "philosophy." To study our literature by means of such books, is like studying arithmetic from a book of examples, with no principles or rules, or botany from a herbarium, with no scientific help. To be sure a natural mathematician could in time evolve the principles of arithmetic for himself, and a good observer and reasoner could reach many of the laws of vegetable growth; but it would be a waste of time for ordinary students to attempt it. This book, we should say, might be used with great advantage wherever there is a class to be taught in the subject. The style is somewhat declamatory, but not too much so for the form in which the matter was originally given, that of lectures, and we can truly say that the book abounds in pregnant and suggestive thoughts on the rise and growth and peculiarities of our literature, which are all the more attractive because we do not always accept the conclusions reached. We express the hope that the accomplished author may find time to prepare for our schools a somewhat more extended and methodical treatise on the subject.—P.

MANUAL OF THE ANCIENT HISTORY OF THE EAST, to the Commencement of the Median Wars. By FRANCIS LENORMANT, Sub-Librarian of the Institute of France, and E. CHEVALIER, member of the Royal Asiatic Society, London. Philadelphia: J. B. Lippincott & Co. 2 vols., 12 mo.

The first volume of this intensely interesting work, embraces a sketch of the Ante-Diluvians, Israelites, Egyptians, Assyrians and Babylonians; the second of the Medes and Persians, Phœnecians and Arabians. The original work, in the French, contains, also, in the second volume, a sketch of the ancient history of the Indians or Hindoos. This is omitted, in the English edition, for reasons given in the preface. The second volume opens, however, with two most interesting chapters on the primitive Aryans and their language, and on the separations of the Aryan nations and their successive migrations, with a special account of the nature and influence of the religion taught by Zooroaster. These chapters are in some sense a key to all Aryan history.

The important characteristics of this manual are: 1st. That it is based on careful original research, guided and verified by monumental and linguistic evidence. 2d, that it separates between myth and legend on the one side, and authentic history on the other. It is also written from a christian stand-point, and with a reverent but not blind and undiscriminating regard for the Jewish scriptures. The result is that the Manual is one of the most valuable of the popular works yet given to the world on Ancient History, and is to be especially commended to teachers for private use, and as a source of very great aid if called to teach the subject. We call attention to a notice in the December number, 1873. We presume the work can be obtained on favorable terms, from John H. Rolfe, 133 State street, Chicago, as well as directly from the publishers.—P.

TRANSACTIONS OF THE WISCONSIN ACADEMY OF SCIENCE, ARTS AND LETTERS. Vol. I. 1873–4. Published by order of the Legislature. Madison: Atwood & Culver. pp. 254.

The contents of this volume are a credit to this infant Academy, and show that it has entered upon an important field of usefulness. Of thirty-five papers contributed since the last report, twenty-four are here given, and are by the following persons: In the department of Speculative Philosophy, two papers by Prof. Carpenter, of the State University, and one by Rev. F. M. Holland, of Baraboo. In So-

cial and Political Science, Papers by Dr. Steele, President of Lawrence University, Rev. Mr. Holland, the late John Y. Smith, of Madison, Dr. Hoyt, President of the Academy, and Dr. P. R. Hoy, the Naturalist of Racine. In the Natural Sciences, three papers by Prof. Irving, of the University, and one each by Dr. Hoy, Profs. Eaton and Chamberlain, of Beloit College, and Prof. Daniels, of the University. In the Arts, two papers by Prof. Nicodemus, of the University, and one by Capt. John Nadir, of the U. S. Corps of Topographical Engineers. In the Department of Letters, two papers by Prof. Allen, and one each by Profs. Feuling and Nicodemus, of the University; also one by Prof. J. D. Butler, formerly in the University. We have not space to notice the volume further, but commend it to the attention of all interested in the good name and progress of the commonwealth. —P.

OUTLINE OF THE WORLD'S HISTORY, Ancient, Medieval and Modern. By WILLIAM SWINTON, author of "Condensed History of the United States," "Word Analysis," etc. New York and Chicago: Ivison, Blakeman, Taylor & Co. 488 pp., 12 mo.

Teachers and pupils who have used the "Condensed History of the United States" will gladly welcome this book. To tell the story of the world on five hundred small pages, is of course a difficult task, but the author has presented a vivid and pleasing sketch of the nations who have made history, and it must be a dull pupil who, after going through this picture gallery of the past, does not wish to know more. Maps, illustrations, the "Great Names" of each century, and a good index, add to the usefulness of the book. As the study of general history is supposed to be taken up after that of our own country, the history of the United States is omitted, except as it is related to that of other countries. Further particulars, introduction price, etc,, will be found in the advertisement on the next page.—P.

THE INTERNATIONAL REVIEW, No. 4, for September and October, contains: "The Negroes in the Gulf States," by E. T. Winkler, D. D., Georgia, a candid and timely discussion of one of the great problems of the day; "Leonardo da Vinci and his works," by Prof. Geo. L. Austin, Cambridge, Mass., an interesting sketch of a wonderful genius and artist; "Ariston, a Tragedy," we presume by the editors; "The Moral Condition of France in 1874," by E. De Pressense, D. D., National Assembly; "The Constitution of the Sun," by Prof. C. A. Young, Dartmouth College; "Charles Sumner and International Peace," by C. F. Magoun, D. D., President Iowa College; and Book Notices. The Review is evidently traversing a wide and varied field, and its articles are generally not only able, but of vital and enduring interest. A. S. Barnes & Co., New York. $5 a year; single copies, $1.00.—P.

JUST OUT.—THE KING OF DAY SCHOOL BOOKS,

SILVER CAROLS

BY W. A. OGDEN AND J. H. LESLIE,

The Best, Handsomest and Most Practical Music Book for Day Schools Ever Written; Suited for Every Occasion in School.

It Contains 160 Pages.

A Theoretical Department, short, simple and practical.

A Collection of Songs for general use in the School Room, which are bright, lively and cheerful.

A Song and Chorus Department of Sparkling Melodies for special occasions, and the home circle.

A Collection of Rounds, cheerful and entertaining.

With other departments, making it the **Best Singing Book** for Day Schools, Singing Classes and the Home, ever published.

W. W. WHITNEY, Publisher, Toledo, O.

Price, 50 cts. per copy; $5.00 per dozen. The style and make-up of the book will speak for itself. Specimen pages sent by mail free.

EDUCATIONAL and COLLEGE LIST.

Only List, of the kind, published in the United States. For ADVERTISING RATES, send to

T. D. KELLOGG,

General Advertising Agent and Printers' Supplies, 5 BEEKMAN ST., N. Y. P. O. BOX 5,748.

School Teacher!

You can double your salary by selling "The Centennial Gazetteer of the United States," evenings, Saturdays and during vacation. The book contains information of great value to yourself, your pupils and their parents. For particulars, address ZIEGLER & McCURDY, Chicago, Ill.

PHRENOLOGY. How to Learn it. Send stamp for circular to SAM'L B. WELLS, 389 Broadway, N. Y.

WISCONSIN

JOURNAL OF EDUCATION.

VOL. IV. NOVEMBER, 1874. No. XI.

ACADEMIC CULTURE IN THE STATE SYSTEM.

BY PROF. A. SALISBURY, WHITEWATER.

(Paper Read before the State Teachers' Association, July 16, 1874.)

In entering upon a discussion of this subject, a definition seems to be the first thing demanded. The word *Academic* will not be used in that wide sense which includes the culture given by a college or university. The culture in question is that sometimes designated by the term "secondary," and covers all the ground lying between the ordinary district school and the college, classical or scientific. Moreover, it is purposed, in this discussion, to guard carefully against that very common view which makes this secondary culture simply the *bridge* from the common school to the college. To the great majority of those who demand academic culture, and for whom it must be provided if provided at all, it is not simply a means, but an end.

I cannot insist too strongly upon this point. The culture given by schools stops at all possible stages, according to the circumstances of the getters, and while the number of those who wish to go beyond the common-school stage, is constantly increasing, but a small per cent. of these will ever arrive at the college door. Academic culture means to us, then, not only preparation for college, but a considerably higher culture for large numbers of our people than that afforded by the common school.

That there is a great and increasing demand for secondary culture as an end, and also for increased facilities for the training preparatory to the different collegiate courses, is one of the most unmistakable facts of the educational present. Let him who has not yet seen the sure indications of this, but glance over the reports of the Bureau of Education, the National Association, and lesser bodies and authorities. Or what is nearer home, let him go among and converse with the hundreds of youth about him, on every hand, who are hungering for even the crumbs of a higher culture than is accessible to them.

I shall not occupy myself very largely with the well-discussed question of whether the State has the right to give a culture above that of the primary school. It is sufficient for the present purpose, that in our national policy the ground seems to be already conceded and the question settled; else, what mean our State universities and other institutions aided by government grants? It surely cannot be, that government may provide for both extremes of education, but must ignore the middle ground. And what justification can be offered for the academies at West Point and Annapolis, which cannot be brought to bear with equal force upon the question of State provision for general academic instruction? Has the na-

tion a direr need for leaders in war than in peace? Is a technical knowledge of military affairs possessed by the few a better safeguard than the liberal intelligence of the many?

And the State cannot safely leave this work to private endeavor. The children whom the State should desire to educate for leadership are not the rich only, who are able to take care of themselves, but also the vigorous and intellectually hungry children of the poor. Those who are able to appreciate and wisely use the higher culture are, all too often, those who are not able to acquire it even with the utmost of toil and sacrifice. It is not within their reach. And we cannot afford to wait for private effort to bring secondary culture within the reach of all who crave it, as the State has done with the primary, even it were able ever to do so. It is now over 200 years since Massachusetts, at least, opened this question, and in not another State of the Union has private enterprise made any approach to an adequate provision for the kind of culture that we are considering. No cause in the whole land has drawn out more blessed examples of benevolence and self-sacrifice than that of private or denominational education. But the field is too wide and the practical difficulties too many and great.

But there seems to be still other failure on the part of the private academies than that of failing to reach the whole people. They seem, somehow, not to meet the popular want, for throughout the whole country, not excepting New England, the rapid decline of the private academic system is a noticeable fact. In our own State I think not a single academy is as flourishing as it was ten years ago, while several are quite defunct. Nor do I believe that this decay results from any lessening of the public demand for for the culture which these institutions should afford.

There are those who charge this, and other evils, to the multiplying of feeble institutions, public and private, and who consequently cry out for consolidation or combination, that these schools may be fewer and stronger. But it is only a *half* truth that is thus preached. It is certainly desirable that our upper schools should be strong, but they must *not* be few. The great hindrance to the higher education of large numbers of our youth is not the cost of tuition, whether that be high or low; it is not the lack of intellectual appetite; it is not the lack of strong and efficient institutions, if the young men and women could but get to them and support life in them.

I have often been made thoroughly indignant by the grand talk in print on the need of heavily endowed colleges and universities. One would gather from it that the land is swarming with those who, having abundant gold in their purses, seek in vain for places where they can buy with it the superior instruction for which they are supposed to be already prepared. Never does it seem to have entered the mind of any of these writers that, to the majority, the one insurmountable hindrance to the pursuit of higher courses of study than that of the common school is simply the cost of subsistence, of bread and butter and shelter. Where a single one desires and is prepared to profit by learned lectures from renowned specialists, in million-dollared universities, hundreds on hundreds pray in vain for respectable instruction in the simplest elements of the natural sciences, the languages and the mathematics. But the bread and butter question ever returns. "Man cannot live by bread alone," but the boy cannot live without bread, and this must very, very often be eaten in his earthly father's house if the boy ever leaves the field or shop for the school.

And here we come to the hardest equation to be reduced in the problem of secondary culture in the State System. The unknown quantity whose value is to be found is the proper geographical unit for the system. Some flatter themselves that they have guessed the result, and are confidently preclaiming that $X =$ county academies. But in this imagined solution most important conditions have been ignored.

As already stated, the main difficulty is

that of subsistence. There are thousands of young men and women in the State, hundreds of them within my own personal acquaintance as a teacher and institute conductor, who would eagerly enter upon higher courses of study if the schools were only so near that they could attend and board at home, wholly or in part. No school can possibly afford this advantage to those beyond the bounds of a ten-mile radius. My own academic training was received at an institution *seven* miles from my home. Despite a consuming thirst for higher culture, it is morally certain that if the distance had been twice seven miles I could never have had better advantages than those furnished by a good district school. The county, as a unit, is too large and otherwise impracticable. I would like to pay my respects still farther to this phase of the county academy question, were it not that I should be trespassing upon the ground of those to whom it has been specifically assigned.

But it may justly de demanded of me that, having condemned the proposed system of county academies, I should offer some opinion as to what is a practicable means of meeting the need which I myself declare to be so urgent. This I am prepared to attempt. We once heard, in this building, that "fools rush in where angels fear to tread;" and it is sometimes well that they do. In the first place, notwithstanding the peculiar wording of my topic, I believe that the sooner we lay aside the term *Academy*, in this connection, the better. The term high-school is in every way now safe and appropriate. And my deliberately formed opinion is, that the true policy is to multiply high schools, not in villages only, but in townships as well. And I do not now mean such semi-collegiate institutions with courses of study extending, in all departments but language, as high as the second year of a college course, as may be, and happily are, maintained by many of our cities. All towns of proper size should be obliged to support high schools of a very high grade; but it does not follow that those somewhat less ambitious should be deprived of the high school and dubbed by the indefinite term common school, or the too definite term grammar school—neither appropriate. Perhaps we shall have to invent a name.

Some of the wealthier and more populous townships might support each its own upper school at an expense easily borne. But in a majority of cases it would be better that from two to four well settled towns should be joined in a high school district, the school being located at the point most accessible to all its patrons. The details of the organization that I would propose need not be presented here, but these schools should be manned with teachers competent to prepare pupils for admission to the various colleges courses, with the single exception of Greek. Many, myself among the number, will doubt the expediency of trying to launch a full rigged and compulsory system at once. Nor is it necessary. Do not demand, but permit and liberally encourage, with State aid, and the towns will come in time, I think, to see their own interests and act accordingly.

It is well to remember, however, that the only State in the Union which has anything like an adequate and satisfactory provision for secondary instruction. Massachusetts, as long ago as the early colonial days of 1647, passed a compulsory act in this very direction. Though anticipated by Prof. Winchell, yesterday, I will give again the quotation that I had written, that "when any town shall increase to ye number of 100 families or householders, they shall set up a grammar school, ye master thereof being able to instruct youth so far as they may be fitted for ye university." In 1692 the limit was made 200 families instead of 100, and women were for the first time recognized as teachers. This was the law of the land until 1824, when towns of less than 5,000 inhabitants were released from this obligation, on condition of sustaining what now constitute the common schools of the State. During the year 1872, 179 high schools were maintained,

being one to 6,900 of population. The same ratio would give to Wisconsin 153, or an average of three for each settled county in the State, and five times as many as we now have. It seems to me that the lesson is plain. Wisconsin has four-fifths as great a population as Massachusetts; has she four-fifths as great influence and weight in the nation or the world? Has Massachusetts suffered from the policy of making the higher culture cheap and accessible?

But we hope for the time when Wisconsin shall number her full proportion of schools reasonably high, at least; reaching to the university and colleges, if possible, but not overlapping them. And while we are waiting for a State high school system to be inaugurated and developed, there is one measure which might be adopted under existing authority, and which would be of considerable immediate advantage.

Two at least of our three Normal schools are already burdened with the undesirable and incongruous duty of giving instruction to purely academic students. The new school, when opened, will encounter the same hindrance, and if the third existing one has not yet encountered it to any extent, it is because of an efficient and well established high school on the ground. Time forbids to dwell upon the disadvantages resulting from the attempt to give normal and purely academic instruction in close connection.

What I am about to propose would not only be the means of furnishing improved academic facilities, but would also be a relief and a benefit to the normal work proper. Let the Board of Regents reorganize and enlarge the academic departments, hardly worthy of the name since they give only primary elementary instruction—now connected with two of the normal schools. Let each of these departments have a separate professor, a separate course of study and, if need be, separate rooms for recitation. Let its course of study be shaped with especial reference to that of the university and the colleges. The instruction of the normal pupils in Latin and General History could be received in the classes of the Academic department; the same scientific apparatus would do the work of both schools; the Academic department would furnish an excellent school of observation to the normal pupils; while the one president over all would insure harmony in the work. The plan, to my mind at least, seems eminently practicable and truly advantageous to all concerned; though of course any normal school not now compelled to furnish instruction to pupils purely academic, might very naturally and reasonably decline to assume any responsibilities in this direction.

Let me close this already too lengthy dissertation by recalling your minds to the main line of thought, namely, that the State of Wisconsin has resting upon it, the duty of providing for its youth the means of academic culture, in a system of high-schools well distributed throughout the settled portions of the State, and organized on wise and liberal foundations; thus bringing a higher culture within reach of the homes of all the people. So shall her sons and daughters arise and call her blessed.

Are Wisconsin Teachers Fit for their Business?

At the meeting of the State Teachers' Association in July, Mr. Kuntz laid down the broad proposition that nine-tenths of the teachers of Wisconsin are wholly unfit for their business. If the proposition is true Wisconsin is in a sad plight indeed educationally, and we certainly have reason to tremble for the future. And if men and women are equally deficient in all other departments of labor, surely we are "hard up." But is the proposition true? I think not. If Mr. Kuntz had laid down the proposition that our teachers are not as well qualified for their business as they should be, we would frankly admit it. The members of all our professions are not so well qualified for their work as they should be. One of our distinguished educators has said, in substance, that a large majority of our country schools are worse

than no schools. Now such remarks are foolish. Our teachers are as good as they have been for the last hundred years, and in many respects are far better as a class. Certainly school discipline has improved as well as the methods and the quality of the instruction given.

The people of the Northern States, at least are tolerably well educated, and some credit for this degree of intelligence is due to the teachers of our public schools. The large majority of our people, and many who occupy positions of influence, received their entire school education in the common school. If results are not what they should be, of course it is attributed to some cause, and what is easier or more comforting than to charge the whole difficulty upon the incapacity and unfaithfulness of teachers? No matter about the causes that are altogether beyond their control. A fairer and more business-like way would be to investigate the case and thereby determine what the real difficulty is, and give every one due credit, and not visit upon one class of people this wholesale denunciation.

Now the reason why country schools are poorer and less efficient than city and large village schools, is not wholly because the teachers are poorer and of less experience, but in large measure because the organization is not so perfect. And here is just the difficulty that cannot be corrected under any school system, yet adopted in these United States, except the township system.

Just in proportion as we perfect the organization of the city schools, and centralize the power that controls them, do we obtain better results with less expenditure of money, as well as physical, mental, and nervous force. In the cities there are Boards of Education which give more careful attention to the organization, classification, discipline, and instruction of the schools. They furnish better and far more comfortable school rooms, and more cheerful surroundings. They furnish, too, a more thorough supervision of the instruction and school economy, give the teachers better counsel and greater moral support, furnish them with a more abundant supply of blackboards and means of illustration, such as maps, globes, charts, books of reference, and various kinds of apparatus, secure better attendance and punctuality, and in many ways contribute to the excellence and the efficiency of the city schools; and thus the schools become centers of educational influence.

Now, if the schools in the country could be as thoroughly organized and cared for as those in our cities, as good results would be furnished by these teachers, nine-tenths of whom, we are gravely told, are wholly unfit for their business.—R., *in a La Crosse paper.*

HIRING TEACHERS BY THE YEAR.

[The following observations on this subject, which we find in the Kenosha *Telegraph*, are so pertinent that we give them here, as many teachers are hired about this time. In the initials will be recognized the Superintendent of Kenosha county. We leave names blank.—EDS.]

A recent visit to the ——— school exhibited in a striking manner the wisdom of hiring teachers by the year and continuing the same teacher from year to year. We found the school at ——— presided over by Mr. ———, who has been employed by that district a number of terms, and as we watched the scholars at their work and listened to the recitations, we had to acknowledge that we had never seen this school in as good working order as at the present visit; and after we left the school and went jogging along homeward, we could but conclude that it is wise to continue a good teacher from term to term in the same place. Schools should come to be known by their teacher's name. If Mr ——— is capable of teaching one of the best of schools, if he is capable of training pupils thoroughly, and of fitting them for the practical duties of life, he should have the opportunity. If Miss ——— has demonstrated by years of practice that she is calculated to fill the teacher's position with credit to herself, honor to her calling, and profit to those placed in her charge, then custom should settle her in some location,

there to remain till the seeds of truth and knowledge sown by her appear in the fruits of wisdom.

I say *custom* should do this, for it is a lamentable fact that, at present, custom does exactly the opposite. It is the fault of school boards, of teachers and of society. Few of our teachers, and those are among the best, ever aspire to anything so high and noble as this. Few of them, perhaps, feel themselves fitted to do so great a work. Too many are like the apprentice in a shop, dodging and changing from place to place, doing a little here and a little there, not daring to assume any one position and be responsible for the work. He who would open an academy in our county would carefully select some favorable location and then trust to the merits of his school to make its influence reach out through the community and draw patronage; and if he were the right man in the right place, the longer he remained in that place the greater would be his patronage. So with the common school teacher, after he has demonstrated his fitness for his vocation he ought to feel sure that he will have permanent employment. There is a great surplus of teachers, and many of them very poor ones, and this has a tendency towards this unsettled state of affairs.

A love of change and variety is a weakness of our day and society, and this wide-spread evil has its influence among our schools. Parents demand a change without good reasons. Even children sit in judgment over the teacher, and having found her wanting in their puerile scales, report the same to their doting parents, who forthwith raise the cry, "Our school amounts to nothing." He who thus condemns a teacher upon a child's judgment and testimony, has done an unjust act. It is now time of year to hire teachers. The first and most important question is, Shall we not hire for a year? And to this question let me answer *yes;* why? *Because it is cheaper.* You may take two of the best teachers in the county, put one of them into your school four months, then dismiss the first and employ the other, who is just as good a teacher, but is a stranger to your school, and from the two teachers you cannot get more than two-thirds the instruction that you would have received had you employed but the one teacher for the whole time. There are some districts that are willing to pay the highest wages to the best teacher for a winter school, and expect to balance their expenses by hiring a very cheap teacher for the summer. There are districts that follow this plan, and in not one single instance can you show me a good school as the result of such management. With no single exception, the schools of this county to-day, that are as good as we ought to expect, are those, and those *only*, that have for years hired teachers by the year. Nothing is plainer to see, than that a poor teacher following a good one is worthless. Do not think that because the children who attend in the summer are small, that "anybody can teach them." Had they not attended the winter school it might do, but having imbibed the enthusiasm of the previous term's work, do not now offer them husks. There are young men and women in the county who would like to follow teaching as a business, but can find employment in the school room for the winter months only, consequently they are quitting the teacher's ranks, leaving them to be recruited with beginners, who are to grow in experience and share the same fate. Let us look toward Germany and behold those gray-haired sages engaged in teaching the young. Men who have grown gray, and at the same time wise in their profession. Let us look to that country, which leads us in education, and learn a lesson. Let us learn that six or eight years in the school room, as a teacher, does not necessarily make an "Old Maid" out of a young lady, but may, and ought to make a teacher rich in experience, whose mind, replete with wisdom gleaned from years of labor, comprehends, controls and guides the minds of her pupils onward and upward, to a culture not attainable except when children are directed by those to whom years have given wisdom.

J. P. B.

PRIMARY INSTRUCTION.

BY ROSE C. SWART, OSHKOSH.

[A Paper read before the State Teachers' Association, July 17, 1874.]

Children enter the primary schools possessed of much isolated knowledge of surrounding things, gained chiefly thro' the medium of the senses. They have perceived much, they have reasoned but little, and are without habits of continued or consecutive thought. Even our language is to them as a sealed book, except for the few words easy to pronounce, and of obvious meaning, which they have used to make known their childish wants and tell their childish thoughts.

It becomes the province of the primary school to take these little children and teach them to observe more widely and think more wisely. That this is a work of great importance, requiring careful, thoughtful laborers, need not be argued before an enlightened audience. By such it is a generally admitted fact, in view of the significance of which it becomes primary teachers and the supervisors of primary schools to inquire earnestly concerning this work and their duty. It is to them I would appeal to-day. Believe me, it is not enough that we go to the work with good intentions. A man who calls himself a watchmaker may set to work among the delicate wheels and springs of your watch with the best of intentions, and yet bring ruin upon its nicely-adjusted mechanism. Of what worth to you are his good intentions, if the sequel shows that he has no knowledge in brain or skill in fingers to educe good results? As you receive from him the wreck of his blundering handiwork, he is no less culpable in your eyes because he meant well. It became his bounden duty to do well.

Society, in self-defense, cannot afford to employ unwitting workmen—can no more afford it in its schools than in its workshops; cannot as well, since mistrained minds can work more evil in the world than mishapen matter.

As teachers then, yea, as primary teachers, we must go to our work with understanding, or we have no surety of success. We come thus to the study of primary instruction, its purposes and principles. If we trace the word "instruction" to its origin, we shall find it to mean "a building up within." He builds best who understands the object whereunto he builds. The world needs workers. It needs men and women of practical learning and disciplined forces. "Behold, I say unto you, lift up your eyes and look upon the fields, for they are white already with the harvest, but the laborers are few." We cannot afford to waste the midnight oil to make mere book-worms and Gradgrinds. We cannot afford to convert the brain power of the world into a storehouse; we must make it a dispensing laboratory. The first object of all education, primary or university, should be to furnish the individual with productive capital that will be adapted to his future needs. The department of primary instruction is preparatory to the department of higher instruction. It is in the former that children must be furnished with the requisite outfit for the latter, and it is from the latter that young men and maidens must pass to the pursuit of their life work. Any neglect in the outfit forebodes disaster farther on, and points to possible failure in the ultimate attainment of the end. Hence, it is of vital importance that the work done in the first school be of such character as shall best fit for the school and the life that is to follow. We have seen that thus far in his education the child's perceptive faculties have been his only agents in the acquisition of knowledge. His reasoning powers are existing, but as yet undeveloped. It is necessary to regard these facts as his education advances. His best success lies in the line of his adaptability to learn concerning those things which have already awakened his interest. This bespeaks certain of the arts and sciences. A child will come to school joyfully to learn about the leaves, the flowers, the birds, the fishes, the forms of water; to learn to write, to draw, to sing. And if he can be taught these things in such a way that he shall gain a love for the study of nature, a quick eye to the

symmetry of form, an ear attuned to harmony, or a soul singing melodious, a field will have opened up in his mind that will, by and by, "blossom as the rose," but that, neglected, had remained a barren land forever.

The teacher must adapt to the mind of the child, not only the matter of instruction, but also the method of it. He may fill the ears of pupils with abstractions, load their memories with classifications and technical terms, and puzzle their heads with subjects beyond their comprehension, but this is not to instruct. It is a process calculated to destroy rather than to "build up." Its results will always be disastrous. Pupils of keen conscience, kept in the path of right and duty by a watchful eye and guiding hand at home, will give diligent attention and endeavor to understand, but failing so to do will become dazed and discouraged. Others without these restraining influences, and with the necessity upon them to be doing something, find the legitimate school work uncongenial, and turn their powers of mind and body to mischief-making; which met, perhaps, by the teacher with harshness or injustice, leads to rebellion and its attendant train of evils. The child has learned to dislike what he should have learned to desire. He has become discouraged and disobedient at the outset, and henceforth will have nothing to do with books or teachers, save upon compulsion. If the activity and ability of the child had been turned in the right direction, who can estimate the good result? The tiny streamlet, feeling its way timidly along, sending out its little reaching rills to lap its pebbles, and singing as it goes, is turned aside by some perverse influence, and, in the desert sands, sinks out of sight, taking its music with it, when, attended by kindlier circumstance, and having gained, by and by, a broader path, it might have widened and deepened into a noble river, to fertilize and bless the thirsty lands along its steady progress to the sea.

"A pebble on the streamlet scant,
Has turned the course of many a river:
A dew-drop on the tiny plant.
Has shaped the giant oak forever."

In trying to avoid one extreme, it is possible to go so far as to fall into another. In an endeavor not to overrate the ability of children, we are in danger of underrating it and regarding them much like intellectual infants in arms. Being impressed with the idea that we must not make too great a demand upon them, we may fail to require sufficient exertion. Anxious to bring instruction entirely within their comprehension, we may weary and disgust them with repetitions of what they already know, or keep them so long on diluted food that they lose the power to digest a stronger diet. In this case children naturally weak-minded and indolent, having no incentive to arouse themselves, will remain so; and those of stronger mind and more active temperament, finding the work prepared for them insufficient to employ their time and talents, will devote them to mischief and naughtiness and making trouble for the teacher. Either of these extreme methods of instruction will fail to secure the desired result. The child is in need of two things: knowledge and that discipline of mind which will aid him to make the best use of it; and instruction and self-development must walk side by side, if he shall attain at last to his fullest intellectual stature. He must begin to learn this early: that gold cannot be had without the digging; that

"Merit yields no meed of skill
Unmatched by meed of labor;
And cost of worth has ever been
The closest neighbor."

The child should grow in knowledge and power as the oak grows in size and strength; first, the slender stem above ground, adorned with few and tender leaves; and below ground the slender root, running not far nor deep into Mother Earth, the substance of things; but nourished by forwarding influences—sun and rain, in wise proportion,—little by little it climbs upward, spreading its branches abroad into the air, and creeps downward, sending its roots deep and wide into the earth; and finally, if the winds rush upon it and the tempests beat among its branches, it withstands the shock, because of its strong hold deep down with-

in the solid ground. Those superficial terchers who would cultivate the branches only, miss the strength; and those analytical teachers, who would bend *all* their energies to promote the growth of the roots only, will miss the grace and beauty. The wise teacher will cultivate both root and branch, that to strength may be added symmetry, and to beauty, use.

So the boys and girls of to-day, being rightly taught, shall be the high-minded, strong-hearted men and women of the future, able by reason of energy, knowledge, judgment and self-reliance, to fight a good fight with the legions of indolence, falsehood and vice, and come off victors.

School discipline is a worthy means in the hands of the teacher to this end: judicious discipline, which shall not be too severe at first, nor too easy at last. The best good of a child at school consists always in obedience, never in freedom. And this is equally true of a child at school and of a citizen of the commonwealth.

From the cradle to the grave restraint is ever more honorable to man than entire liberty, which degenerates into license. It is even more honorable among the lower animals. A dog who does his master's bidding commands our respect. We honor a bee more than a butterfly, because it is subject to laws which compel it to be useful in bee society. To be constrained to duty and usefulness is always the highest mission. Heaven's stars have no liberty; earth's dead leaves have much.

The primary teacher should possess a thorough and liberal education. A knowledge of languages and higher mathematics may not, indeed, be necessary; and the primary teacher may not need to delve so deep into any given subject as the teacher farther on in the course, who makes of that subject a specialty, and must teach it in detail; but she needs a knowledge of many subjects; a sufficiently thorough knowledge, to enable her to glean from the broad fields the ripest grain to feed the hungry little ones.

And who is prepared to say that it does not require as much knowledge and wisdom to know what not to teach, as to know what to teach? The primary teacher should have a special training for the work. We shall not need to go far for testimony on this point. It will be found near at hand on the lips of many a one who, with heart in work and an endeavor animated by an understanding of its greatness, has found herself hampered and hindered by lack of that training she should have received. And beside the wise head and the well-directed effort, more than all these she must possess tender hands, a loving heart, and a keen sense of moral responsibility. She has to deal with the babes of the earth, of whom the greatest and truest of all earth's teachers said, "of such is the kingdom of heaven." If the clay be marred in the hands of the potter, who shall say it was the fault of the clay?

And while the story of this needed preparation and earnest work is yet fresh, be reminded that the time is not so far distant that "the memory of man runneth not to the contrary" when *any body* was deemed worthy to teach a primary school, and putting a low price on one's services was considered a qualification for the place. Much has been said, much has been written, yes, much has been done, to improve the manner of the work and the condition of the workers; but have those happy days yet dawned when we can afford to rest upon our oars and float in the current? Oh, no; not while the cities of Wisconsin pay from $250 to $350 per year to primary teachers and get such work done as is worthy of such hire. An old gentleman of childish memory used often to say, speaking out of the wisdom of ripe age and experience, "We *get* about what we *deserve* in this world." As primary teachers, let us ask ourselves, do we get about what we deserve? If so, let us proceed forthwith to make ourselves more deserving. If not, let us pocket our small earnings under protest, and do our work so well it shall shame our paymasters.

Teachers of the primary schools, you have before you a noble work. Make

yourselves worthy of it. Understand its dignity, and its bearing on the future welfare of the children intrusted to your charge. Make haste slowly, but be not satisfied unless your pupils increase in knowledge daily. Strive to fit them for earnest study, clear scholarship, responsible citizenship; and thus make your work worthy of you as women. Do it so well, so nobly, that you will bring no reproach upon woman's work, but rather add to it a brighter and ever-brightening luster. Do it so well, so nobly, that a doubting world will no longer ask you to produce your credentials to prove that you are indeed God's ambassadors. Though the heart faint and the body tire sometimes in the service, look resolutely away from every glittering castle of ease and indolence. "At the core, holding but bitter dust and blight," they cannot satisfy. Then work on in all faith and all courage, your strength in the consciousness that you are helping forward in the world God's great plan of labor and purpose of good, and your reward in the consciousness of duty done and the world better by your living in it.

DEMOCRACY HERE ALSO.

BY ALEX. S. CHRISTIE, STOCKBRIDGE, WIS.

It is to be regretted that those who advocate the unification of our various grades of schools have not thus far laid aside "glittering generalities" and descended somewhat more into the "harrowing details" of their plan for the dissemination of knowledge, specifying the grades to be recognized or established, their precise order and degrees of subordination, with the course of study to be pursued in each; for, until this be done, the justness and relevancy of criticism must depend on either an equally vague generality or the critic's powers of divination. It may be thought that criticism is premature at this stage; but it should be remembered that a theory may grow into favor by degrees without being presented in any other than the most general form, if it be presented often without demur; and especially is this true of the unification theory. Sadowa and Sedan have prepared the public mind to hail with eagerness every scheme which promises a high state of organization, and that "linked sweetness" of subordination "long drawn out" characteristic of a despot's military establishment, and which is widely but erroneously supposed to be necessary to the highest efficiency in every department of effort; whereas it is is but a means of placing the energies of many under control of a single will for the purposes of a single man, and every camp and battle field evidences at what a fearful cost to individual life and liberty this much-admired end is attained. Such means are not in consonance with the form and spirit of our institutions; but there are grave reasons for fearing that this may become a secondary consideration to many of our people, so intent are they on attaining greatness by the servile and dangerous imitation of military and monarchical measures. At this juncture it may not be amiss to submit the following considerations:

As warp is not web, so the preparatory studies of an extensive course are not fitted to subserve the ends of a common school education.

The status of a common school as regards its educational needs and capabilities is a function of many variables, an unavoidable condition which alone forbids a procustean law.

If teachers in our common schools be not permitted to disseminate any kind of knowledge for which their pupils have a desire and need, the latter can seldom obtain it, however freely it may be dispensed elsewhere. A glance into the gloomy profounds of plebian arithmetic will assure us of this.

Probably not more than five per cent of the school population of the State ever go beyond the common school. To further the interests of so few by shaping the curriculum of the lower grades to the material injury of so vast a majority, would be a wrong and a folly against which no argument need be brought.

To transfer the control of the common school from the local boards to an oli-

garchy of college professors and high school principals, who should have power to say to the "ambitious young men in many of the smaller towns," (whose "facilities for higher instruction" do *not*, but the products of whose efforts often *do* "rival those of the best high school of the State,") "thus far shall thou go, and here shall thy presumptious aspirations be staid," would be a step in the wrong direction. *Democracy here also*,—liberty to "dabble" in *abs* or Arabic, counting or the calculus of quaternions. Surely they who pay the piper have best right to call the tunes.

A woodman on a time was besought of some saplings that he would lop off the topmost twigs of all smaller than themselves, *and thereby beautify the grove.* "You plainly see," said they, "that our puny imitators have nearly all their wood in the lower branches, where alone they can thrive; these topmost twigs are not worth saving." But he, suspecting their *real* motive, replied, "that he had heard in his youth that it was no uncommon thing for trees to grow in that very way. Where now they beheld but a twig, there should yet stand the giant trunk." The moral of the fable is left for those who have "the best facilities for higher instruction."

The common schools cannot afford to be brought into closer relations than they now hold to the higher institutions. Every such correlation would be fraught with elements hurtful to the lower and more important grades. For them, the more independence the better; nor can the writer better indicate what he deems the truest function of the higher schools than by citing from a justly popular Phrygian professor: "Two pots, one of earthen ware, the other of brass, were carried down a river in a flood. The Brazen Pot begged his companion to keep by his side and he would protect him. 'Thank you for your offer,' said the Earthen Pot, 'but that is just what I am afraid of; if you will only keep at a distance I may float down in safety; but should we come in contact, I am sure to be the sufferer.'"

TIME is passing.

EFFECTS OF IMPURE LITERATURE.

Among the many influences which are continually operating upon human character and life, perhaps there is not one more powerful, more constant, and more rapidly increasing, than that of reading. Once the privilege of the few, it is now the prerogative of all; once limited in its range, and meager in its amount, it is now almost infinite in its variety and quality; once a rare and expensive luxury, it is now a cheap and universal means of enjoyment. Its influence is omnipresent, and, in one sense, unbounded. The companion of lonely hours, it conducts the mind, with more than lightning rapidity, over every part of the known world; it gives it the combined results of human achievement; it opens up to its view long vistas of the past, and possibilities of the future; it brings it into close contact with other minds, in their most concentrated forms, and thus exerts incalculable power.

At first sight, it might seem that such a mighty and increased influence must be purely beneficent in its effects—expanding the mind, enlarging the views, correcting error, diffusing truth, and substituting mental pleasures for merely animal gratification. We are glad to believe that, to a large extent, these are its results. Through the volumes which find their way so quickly from the shelves of the publishers and the public libraries into every home; through the monthly and weekly magazines which lie on every table, and the daily papers, which come under every eye, our people are being enlightened, quickened, educated; their faculties are stimulated, their curiosity excited, their minds enlarged. We can never sufficiently honor an influence at once so powerful for good, and so conducive to human happiness.

And yet it is impossible that, in the flood of literature that spreads over our land, there should be no impurities, no element that carries poison, instead of nourishment, to those who drink indiscriminately of its waters. It is unhappily too patent that such an element exists,

and it thus becomes a most important duty for each one to judge accurately of the quality of the literature which he peruses himself or puts into the hands of another. For reading is to the mind very much what eating is to the body. As the food is digested, it becomes assimilated with the physical system, entering into the very nerves and tissues, and forming new blood—thus leaving a continual impress of its own nature upon the body. So in reading, we take another kind of food, which becomes equally assimilated with the mind, entering into and transforming its very structure, and leaving traces which can never be effaced. Much of a man's character is formed by his reading. If it be pure and bracing, his energies will be invigorated and his powers strengthened; if it have a high moral tone, he will insensibly become morally elevated; if it be keen and acute, it will sharpen his intellect; if it be poetical and impassioned, it will develop his imagination and inspire his emotions. So if his general reading be weak and trashy, his mind will become enfeebled; if it be impure and sensual, his passions will be inflamed; if it be vicious and unprincipled, his lower nature will be stimulated and his moral sense stifled.

It has been the practice of some who have desired to winnow the wheat of literature from its chaff, to divide it into what is true and what is fictitious, approving all the former and condemning all the latter. We would not, however, indorse any such wholesale distinction. If truth is sometimes stranger than fiction, fiction is often purer than truth—that is, the truth as it exists in facts and events. If there is any class of writing that is preeminently pernicious, it is the attractive records of crime and vice, which are too often presented in all their impure and alluring features, for young minds to dwell on. Nothing is more strongly calculated to increase the catalogue than these very records. They deserve to be ranked foremost among the immoral publications, the traffic in which every good citizen is anxious to suppress. That such things exist, is no reason that they should be shamefully flaunted in the faces of the young and innocent, suggesting thoughts and imaginings that might otherwise never occur. When mention of such events is necessary, let it be brief, grave, condemnatory. Let no jest efface the sad feelings which the record of sin and guilt should ever produce. Whether in truth or in fiction, the impure, the vicious cannot be dwelt upon without injurious effects. The assimilation will begin before we are aware of it, the poison will work in the most insidious ways. On the other hand, the continual exhibition of truth, purity, nobleness and virtue, whether in real or in ideal humanity, must be most valuable in the building up of character. It raises the thoughts, elevates the imagination, inspires hope and enthusiasm, and shows the beauty of goodness. There is no better reading for the young than the history of the world's true heroes. It is probable that the good which Washington accomplished in his lifetime was small compared with that which his example has inspired since his death. So the fresh and pure works of fiction, that paint the ideal man or woman, bringing out with strength the salient points of character, and with delicacy its finer shades, portraying true heroism, and inspiring the soul of the reader with the love of virtue for its own sake, is a blessing which the world cannot spare.

If we were to divide reading into two classes, we would rather put that which improves into one class, that which degrades into another. As we all occupy different moral and intellectual standpoints, no rigid distinction can be made, but each one can judge for himself which of these two influences acts upon him from the volumes or papers he takes up. With the almost unlimited amount of sound, sterling and pure literature of every description open to all, there is no excuse for touching that which will degrade and corrupt. If we put appreciate that by every volume, periodical and paper that we read or aid to circulate, we are to that degree either elevating or debasing our own natures, either benefitting or injuring our fellow men, either nour-

shing or poisoning the moral atmosphere, we shall at least have acquired the first element necessary to secure for ourselves and the community a pure and elevating literature.—*Philadelphia Ledger.*

GROWTH.

BY MISS EMMA JENKINS, FORT ATKINSON.

(A Paper read before the State Teachers' Association, July 16, 1874.)

The beautiful spring days, bringing the fresh scent of the awakening earth, the sprouting grass, and budding trees, and these glorious summer ones, carrying on the work that spring begun to ripeness and completeness, these have a lesson for us as teachers; they strongly impress upon our minds the power and beauty of this silent, wonderful, and ever-active principle, which though we cannot see its workings, is inherent in all living things. As we note the gradual and perfect development of everything in nature's school, are we not reminded of the human plants intrusted to our care?

In pursuing this train of thought, we ask, what is it to grow? We say of the physical, "to develop to increase in strength and muscular power." Do we apply this definition to the growth of the mental faculties? Very seldom I fear, yet it defines as truly their growth. We ought to learn from nature's treatment of her pupils, how to treat ours, for, as the leaf and flower buds grow, so should the minds of the children. We know that the process is gradual; we do not expect the infant buds to become perfect leaves or flowers in a single day, nor must we expect that children will, at once, become reasoning, consistent, thoughtful beings. The difficulty under which many teachers labor is, that, in their desire to see the advancement of their pupils they are helping them to chase the shadow, rather than the substance; to master and store away facts, while the ideas, the thoughts, are either not comprehended at all, or comprehended but vaguely. A child may be able to read any selection from our Fourth Reader well, that is, with correct pronunciation and punctuation, but does he often grasp the ideas? The reason that we have so few really good readers is, that children are not taught expression by looking at the thoughts contained in the sentences they read; there is too much merely mechanical work in reading, as in almost everything else, and such work cannot tend to the true development of the mind; it only helps to transform it into a machine.

In mathematics, we should not expect a child to reason immediately; we must obey the law of growth, and develop his perceptive faculties first, then, by degrees, lead him on to reason. It seems a slow process, and sometimes we may grow weary of waiting to see the full fruition of our hopes; but we must be patient; we cannot profitably hasten the blossoming of a rose, nor can we with greater safety hasten the blossoming of child-minds; and it will help us, if we think very often of the infinite patience of the great Teacher, who watches over us and longs for our advancement; in whose sight our growth must seem as slow as does that of the children to us. With our hands ever in his, with his example ever before us, we shall be patient and hopeful.

In our graded schools, where the law of growth is regarded as it should be, in the course of study marked out, the difficulties to be overcome are few in comparison with those that beset the path of the country school teacher. A school composed of pupils of all ages and capacities, a motley array of text-books, children reading in the Fourth Reader who cannot read intelligibly in the Second, those in the First who can scarcely read in the Primer, and parents unwilling to make any changes,—these and many other things are obstacles in the teacher's way, hindering the proper classification, and, consequently, the system, and economy of time, which gives to each pupil his or her share of attention. How difficult it is to arrange a programme and how much more difficult to work from it after it is arranged, as it is so unsatisfactory to devote a few minutes only, to a recitation which ought to receive at least, helf an hour. We trust that the time is soon

coming when these hindrances shall be done away; in the mean time we must classify as best we can, and although we cannot do away with text-books entirely, we ought to have a fund of information, that will render us, in a great measure, independent of books for recitation; children remember facts that we tell them in an interesting way, and understand them better than if they had learned them from text-books. An illustration or explanation of the lesson, bringing the subject before them in a new and attractive light, will send them to their seats with a greater desire to master the subject before them. It seems to me that, in mixed schools, some time each day can be profitably employed in general exercises, in Geography from out-line maps, or maps drawn upon the board, (if there be one large enough); oral drill in numbers, Grammar, History and Orthography, which, though mentioned last, is not least in importance. These exercises have a wonderfully quickening effect.

Of course I cannot in this article give minute directions for promoting this true growth, indeed no specific rules can be given, as "circumstances alter cases," and the tact and intelligence of each teacher must decide what course should be pursued in his or her own school; I can only give a few such general rules as my experience and that of many other teachers has evolved. First, we should not crowd our pupils, cramming their minds until they are mere walking cyclopedias. Better is one thought, thoroughly digested and made a part of the mind, than a book full, which rest in, or rather on the mind, a mere weight uncomprehended, unappropriated, hindering, rather than aiding its development. A recitation which consists of a parrot-like repetition of the words of the book affords little pleasure or profit.

Again, we must teach our pupils *how* to study, as well as *what* to study. Many times pupils grope blindly along, considered by themselves and by their teachers, "very hard to learn." The difficulty lies not so much in their dullness, as in the fact that they do not know how to study. They should learn to think about the lesson, not to study it page after page, as so many do, without gaining a definite idea of any part, but to take each thought separately, and thoroughly understand it before taking another. Until the pupil becomes accustomed to this manner of studying, the lessons may be short, but they will be learned, and will usually be recited with something of the pupil's own language and style.

Again,—Do the buds grow or blossom without the sun-shine? Storms come sometimes, yes, often; they must be met, and as truly aid the growth as does the sun-shine, giving strength and power, yet the sun-shine predominates. So will our pupils grow best in the sun-shine of love and appreciation. Discipline they must have, but it must be love's discipline.

We not only have the responsibility of the children's mental growth, but also, in a great measure of their spiritual and physical, for if either be neglected, the true development is hindered. All things have an inward and an outward growth, and the nearer one keeps with the other, the greater the perfection reached. We see two trees; one is perfect as far as we can see, straight and vigorous; its leaves, the result of the inner growth, like beautiful thoughts from a well developed mind, are refreshing to look upon. The other is probably of the same age, but is crooked, dwarfed, unhealthy; it is not of the same lofty stature, and has put forth ugly hurts, like bad passions, cherished until they have broken forth and marred its fair proportions. So it is with mankind. How many lives we see that are maimed and blasted by the power of evil; for, over all the exultant joy we have in thinking of this wonderful growth principle, one sad thought throws its shadow; evil grows as well as good, noxious weeds as well as beautiful plants of pure and useful knowledge; we have this enemy to struggle against, but, if we resist it in every form in which it presents itself to us, keeping ourselves pure, and working bravely and fearlessly for the right, the very struggle will give us strength, moral and mental, the good will predominate.

and human lives will be made straight and vigorous as the lofty tree, whose top seems nearing the clouds every day.

Though we, as teachers, have a great responsibility to bear in this matter, we do not stand alone. Parents, too, ought to realize what a power they wield; for a child's education does not stand still until it enters the school-room, it commences in the cradle; if parents would give their hearty co-operation the teacher's work would not be so difficult; there would be fewer needs to be uprooted and the time could be spent in cultivating good seed.

But one great cause of failure in the right education, is the lack of a healthy growth on the part of our teachers. Of what use is this education, this study of Mathematics, Language, History and the Sciences? Is it not, as the name indicates, *e duco*, a leading out, a development of the mind's forces, a leading toward the divine perfection? Ought we not to develop human souls into a likeness of Him who alone, is the perfect model? We cannot fulfill our high mission unless we are in advance of our pupils, climbing the mountain, as it were, before them, and from our broader outlook encouraging them to climb; giving them not only our precept, but our example. We must have broad views of life, and an intelligence that grasps passing events and makes them of use to us in our work. We must teach our pupils to look at life as it is, and as it should be, and try to fit them for the world's workers, helping them to realize that their influence and responsibilities will be great. We must teach them to be charitable and just, and how shall we do this so well as by our example. Above all, we must have enthusiasm in our work; our souls must overflow, if we would reach other souls; we must drink deep at the fountain of wisdom which will never fail us.

Many are laboring under disadvantages arising from defects in their own early education; they feel it and are striving to make good this loss. Let us all remember that, however blighted our lives may be, by our early training or by our own neglect, we ought not to sit down idly and say it is too late, that we cannot come from under the shadow of this blight, that we are not altogether responsible and ought not to be blamed. While a just and loving God will not blame us for any wrong which we have not done, he will hold us responsible for our actions and our self-discipline after we have found the light. He knows, and we know, if we will acknowledge it, that it is never too late to begin the true life,—the life of *growth*.

Let us, then, make *Progress* our motto. Let us take the message of these days, whose sunshine is bringing to light the secret thought of nature's mind, to our hearts, and let it quicken our growth in all that is pure, and lovely, and of good report, that we may finally be accounted worthy of an inheritance, where *evil* has no part, and where *growth* is eternal.

HOW TO TREAT CHILDREN.

Make the child self-conscious, and you have established an enduring feud between him and his capabilities; henceforth his feet are an embarrassment to him, and no number of pockets is adequate to the satisfactory bestowal of his hands. He fancies all eyes are upon him, and his very blood turns mutinous and flies in his face without just cause or provocation. It is his right to be unconscious; to develop from within outward as sweetly and unostentatiously as a flower; not to be thrust into notice by having his sayings and doings repeated in his presence, nor snubbed into silence and conscious inferiority by being constantly reminded that "children should be seen and not heard." Hardly anything else is more essential in the management of children than the kindly ignoring eye that does not notice too much. I pity the child who is in the centre of a blindly doting or indjudiciously critical family—whose every saying is repeated, every act commented upon, and where, in consequence, naturalness is impossible.

We all know how it fared with the bean that, after being planted, was dug up every morning to see if it had begun to

grow, and which, after having made a brave struggle for life and got its head above ground, was declared out of order, and ruthlessly pulled up and turned upside down.

Much of our interference with children is no less impertinent, and in its results no less mischievous. Nature abhors meddling; to reverent co-operation she yields her happiest results; but she will not be diverted from her purpose by your homilies, nor submit her plans for your revision. Handmaiden of the great Architect, she never loses sight of the original intention. If you thwart her, it is at your peril, and she leaves on your hands the work you have spoiled.—*Victoria Magazine.*

DRAWING IN THE DISTRICT SCHOOLS.—I.

BY "PED," WAUKESHA.

There is a growing conviction among the teachers of our county that drawing should form a part of the school work. Perhaps some are hesitating whether or not they shall teach it in their schools this winter. For the benefit of such there will be given from time to time, through the columns of the county press, some suggestions which, it is hoped, may be of service. The question is now quite pertinent, "Is it advisable to teach drawing in the district schools?" To answer this in the affirmative we should be able to prove that drawing has as great a relative value both in regard to *discipline* and *knowledge* as any other branch now taught. Many leading educators acknowledge this, and frame their course of instruction for the schools under their charge accordingly. Save reading and writing perhaps nothing is more important.

One of the chief values of drawing is as an auxilary in getting knowledge. Like reading, it assists in obtaining ideas upon many other things. It gives that culture to the eye and hand, without which children make poor writers, but with which the task of learning to write is rendered easy and greater perfection acquired. In geography it gives a direct and natural road to proficiency, as it cultivates discrimination of form and contour and very greatly aids in fixing knowledge of places by map drawing. As a means of discipline it cultivates the taste and corrects the judgment. It trains the hand and eye so that the boy becomes a better mechanic. It imparts habits of observation, and thus enlarges life. The boy who can *draw*, sees more, feels more, enjoys more, has keener senses than his fellow who knows nothing of the art. To the teacher alone it is of greatest worth. By it he can convey ideas which words used in the aptest manner can not express. Then how the children like to draw. It is one of the most attractive tasks in school work. It is softening and refining to the unruly; it trains the negligent to habits of order and neatness.

Admitting all this, let us not, however, be too hasty in committing ourselves to it before we weigh well the subject. If it deserves our attention at all, how much value shall we put upon it as an instrument of education? Shall we introduce it to the exclusion or abridgment of some other branch? In one city in Wisconsin it is said drawing is taking an undue prominence. When they next exhibit their specimens of drawing, let us suggest that they show us their writing too. When we are contemplating the adoption of text books on the subject, let us keep in view the *nature of the school.* It is a doubtful experiment to attempt to put upon one of our district schools the elaborate and extensive series of art used in some of the large graded schools of the state. To teach drawing successfully from a series of eight or ten books in a mixed school, numbering from forty to fifty scholars, of ages from seven to twenty-one, would require a talent rarely possessed by the average school teacher. The expense of drawing books is a matter of some moment. If the teacher attempt costly books, parents will object, and justly, too.

Preparatory to introducing a series of drawing lessons, the first point to be settled in the teacher's mind will naturally be "How many divisions or classes shall I have?" As there are generally great

disparities in age and attainments among the scholars of the average district school, this question is important. Still, in answering it, it must be kept in mind that the subject is new to all. Two classes only would no doubt be the best division; one class composed of scholars in and below the second reader, another class containing all scholars in advance of the second reader. Perhaps a better division might be made by putting all scholars who write with the pen in one class, and the others in another. Name these classes "A" and "B."

The older class (A) should draw upon paper, the younger, upon slates. Having made such a division of the school, the next question arising will be: How much time shall be allotted to this exercise, and how often shall the school engage in it?

Considering the scarcity of time and the great amount of other important work to be done, three half-hour exercises a week would perhaps be as much as should be attempted.

Class "A" should be provided with paper, lead pencils and erasers. The most suitable paper can be obtained at any printing office. Take three sheets of good "news print" free from specks, fold it to the size of a Spencerian writing book or a little larger, cut the edges and stitch it in book form. This will be sufficient for one scholar during a term of four or five months and will cost about five cents. The lead pencil should be of moderate hardness and long enough to extend above the upper joint of the index finger. A good eraser kept free from moisture and perfectly clean will complete the outfit. No rulers should be used. No measuring should be allowed except "by the eye." It is absolutely essential that the teacher adhere unswervingly to this regulation; otherwise his first attempt may prove an entire failure. The eraser should be very sparingly used as frequent erasures give a bungling untidy appearance to any exercise in drawing.

Class "B" should have long soft slate pencils and *clean* slates. It is an excellent plan to keep pencils on purpose for drawing, distributing and collecting them at each exercise. The books also should be kept by the teacher when not in use, especially if the scholars cannot be restrained from using them in a promiscuous manner. As it may not be convenient for all the scholars to obtain paper the teacher can assist them by purchsing a quantity sufficient for the school and dividing the expense. Care should be taken when the paper is bought that it be not folded or compactly rolled otherwise it will be dinted and thus rendered unfit for good work. At least one exercise should be devoted to directions and instructions as to the position of the books while drawing, the proper method of holding the pencil, the place upon the page where the student should commence work, &c.

The nature of the first exercise will be set forth in the next paper.—*Waukesha Freeman.*

THE RELATION OF ART TO EDUCATION.

In the report of the United States Commissioner of Education for 1870, an attempt was made to collect, from those best qualified to judge, evidence as to the influence of such knowledge as can be acquired by the pupils in the public schools of the country, upon their value as workmen in every kind of productive industry—as to whether such knowledge tended to make better workmen, to secure better products as the result of their labor, to procure for the laborers themselves better wages, and to advance in all respects their position. The replies to the questions addressed to workmen, employers, and competent observers, are full of interest in themselves and significant in the almost unanimous expression of the opinion that every advance in learning gives corresponding advantage to the laborer, the testimony being that a mere knowledge of the rudiments adds 25 per cent. to the earning capacity of the individual. The establishment of such a fact is at once ample justification, in an economical point of view, for the maintaining by every community of free public schools for the instruction of every child,

as is freely conceded by most communities in the United States.

In the rapidly changing circumstances of the present age, arising in part from increasing facilities for int rcommunication between the nations, the competition between the producers of the world grows ever more intense, and demands watchfulness and energy on the part of every country unless it is willing to fall behind in progress and in power. In addition to this universal fact, a new complication has arisen, owing to the abandonment of the old system of apprenticeship, by which young persons were trained to become skillful workmen in the various employments and trades, and from the bitter opposition of trades-unions to the training of youth in their various occupations, so that it has become almost impossible for a parent to procure for his children such industrial training as will make them skillful artizans.*

From these and other causes, dissatisfaction has arisen with the present system of common-school education, just as in superior education there arose a demand for training in the natural sciences, which has resulted in the great schools of science which to day supplement the colleges and number their students by thousands.

That system of public education which fails to give to its pupils increased ability to perform the duties of life, is self-condemned in so far as it so fails. In consequence of the difficulties in the way of parents securing for their children training in remunerative labor, it is felt that the public schools must give instruction that will fit the children for work; that something more and other than the present training is now necessary.

* "Since apprenticeship has virtually ceased, through the subdivision of labor, it is doubly necessary that the public schools should give the elements, scientific and artistic, which form the basis of a technical education. And they should do this without diminishing the literary culture they now impart. Only by such an enlargement of the common-school-curriculum can the great body of laborers secure the education so essential to their welfare, and be kept from degenerating into mere machines for doing a limited variety of work."—(Technical Education, p. 115.)

With changing conditions, the forms of education must change; and what is best for one age or country, may be very far from meeting the needs of another. While competition in all except the simplest forms of manual labor has been so extended as to bring the productions of the most distant regions and the manufactures of remote neighborhoods face to face, the new discoveries in science, with their varying applications to industrial art, and the manifold inventions of new methods in every department of industry, demand increased skill in the laborer, under penalty of utter failure. The best made goods and the cheapest products of equal quality, *command* the markets of the world.

It is plain that in this country the pressure of this competition must increase, and that any wise plan of free public education must take into account, in training the future citizens of the country, the circumstances that are to surround them. Special schools of training for special professions and industries will doubtless be provided as the need arises, as they have been in the past, and with that question we are not now dealing; but the great bulk of the population is to be trained for usefulness in the public schools of the country, and the obvious duty of those in whose charge these schools are placed is to devise a plan by which, during the few years of average attendance, the pupils may be so trained as to be best prepared for the duties of life. It is found that merely to read, to write, and to cipher does not do this. Indispensable as this preliminary training is to the acquisition of other knowledge, something more is requisite, if, as a manufacturing and commercial people, we are to hold our own among the nations.—*Circular from Bureau of Education.*

THERE are some persons who possess an inexpressible charm in their manners, a something which attracts our love instantaneously; without wealth, position, or talents, still a dignity hovers about them, and ennobles every action.

MR. TYNDALL'S ADDRESS.

Mr. Tyndall has delivered a notable address before the British Association—notable for its brilliant panoramic presentation of the various philosophies and speculations concerning God and Nature, and for its own personal confession. Democritus, Epicurus, Lucretius, Plato, Aristotle, Copernicus, Giordano, Bruno, Pere Gassendi, Bishop Butler, Darwin, Herbet Spencer, and John Stuart Mill are all passed in review, their respective discoveries, speculations and opinions presented and commented upon, and at last, we get at Mr. Tyndall himself. It would be hard to find, in equal compass, so valuable a mass of information on the subject discussed, and for this the intelligent reading public will be grateful; but, after all, the great English scientist teaches us absolutely nothing about the origin of matter, motion and life. We rise from the perusal of his address with no new light on the great problems he presents. The existence of matter is a mystery, the origin and perpetuation of life are mysteries. God is a mystery. The sources of the force that builds, and holds, and wheels the worlds, endows every particle of matter with might which it never for a moment relinquishes in its myriad combinations,—vital and chemical,—adapts organisms to conditions and conditions to organisms, and weaves all into cosmical harmony, are brooded over by clouds which science can never pierce. There are limits to thought, and none "by searching" can find out God. Because Mr. Tyndall cannot find God, is there, therefore, no God? He says: "Either let us open our doors, freely to the conception of creative acts, or, abandoning them, let us radically change our notions of matter." In other words, he would say to us that there is a God who created all things, and endowed them with the principle of life, or matter has an innate power to evolve life in organic forms. The alternative is as inevitable as it is simple, and our scientific teacher does not hesitate to say that he finds in matter "the promise and potency of every form and quality of life." This declaration he endeavors to soften by intimations that matter itself may possibly have no existence, save in our consiousness, and that all we know of it is that our senses have been acted upon by powers and qualities which we attribute to it. The existence of matter therefore is not an established fact but an inference. The logic of his doctrine leads, of course, to what, in common language, is called "annihilation." If life is evolved by the potency of matter, it depends for its continual existence on the potence of matter. When any vital organism dissolves, that is the end of it. Its matter passes into new forms, and evolves new life. Thought is a product of matter. Love, joy, sorrow, heroism, worship, are products of matter. All this Mr. Tyndall sees and accepts.

Well, who knows but God is a product of matter? Mr. Tyndall himself is a pretty brilliant and powerful product of matter; who knows but that, by the infinite evolutions of this eternal matter, a being has been produced so powerful that he has been able to take the reins of the Universe, and to have everything his own way? It has evolved men, and thus produced a form of life that lords it over seas and storms, that controls animal life, that builds enormous cities, that threads the world with telegraphs, railroads and cables, writes books, measures the heavens, mounts from power to power. Is it any more remarkable that it should evolve or create a God, who, going from might to might and glory to glory, through infinite ages, should have something to say about Mr. Tyndall and the rest of us? Matter was just as likely to possess the power to evolve a "moral and intelligent Governor of the Universe" as to evolve a man. So perhaps we have a God after all!

We sympathize with Mr. Tyndall —heartily—in his enmity to bigotry and ecclesiastical domination, but the intolerance with which science has been treated in various ages of the world deserves much of charitable consideration. Men in their ignorance have seen that certain

doctrines which they thought they found in what they in all honesty believed to be the revealed word of God were controverted by scientific men. They have clung to their Bible because they supposed that, with their views of the Bible, their religion and their own personal salvation were identified. Let us be charitable to such. Not much can be expected of men who are evolved from matter. There must be a great choice in matter when the production of men is concerned, and really matter is doing better than it did. When Mr. Tyndall can say what he says, and do what he does, without hindrance and without any danger of dungeon or fagot, it seems as if matter had done a good deal to deserve his gratitude and ours. After all, intolerance and bigotry were in matter to begin with. They have simply been evolved. The promise of them and the potency to produce them were in them at the start. In view of the materialism of Mr. Tyndall, what he says concerning the religious element in life is about as feeble nonsense as that in which Mr. Matthew Arnold indulges in his "Literature and Dogma." With Mr. Arnold religion is morality warmed and heightened by emotion. Mr. Tyndall speaks of the "immovable basis of the religions sentiment in the emotional nature of man." What does he mean? Does he mean that there is the possibility of religious sentiment in a man who does not believe in the existence of God as his creator, preserver, benefactor, father, governor—the source and sum of all moral perfections? If he does, then the less he talks about religion the better, for he can only do so to manifest his childish lack of comprehension of the subject. If man is evolved by the potency of matter—if there is no soul within him that bears a filial relation to the great soul of the universe, and will exist when its material dwelling goes back to dust; if there is no ordaining intelligence behind all moral law; if there is no object of worship, or faith, or trust, or love, or reverence to be apprehended by the heart—what a mockery is it to talk about the religious sentiment! We are assured by Mr. Tyndall that the region of emotion is the proper sphere of religion. The statement shows how shallow his apprehensions are of this great subject. A religion which touches neither motives, character, nor conduct may well pass for little with any man, and we really do not see why Mr. Tyndall should pay any attention to it whatever. Even science can be ignorant of the simplest things, and it certainly does not become it to be supercilious or contemptuous in its treatment of those who question its dicta when it invades the region of their faith.

The question will naturally occur to many minds, whether Mr. Tyndall gives us anything worthy to take the place of that which he undertakes to read out of our beliefs. Does his materialistic view dignify human life and destiny, tend to enlarge and strengthen the motives which bind us to virtue, give us comfort in affliction, add new meaning to existence and experience? Not at all. He brings us out of matter; he gives us back to matter. He makes us indebted to matter for all our joys and for all our sorrows, and places us to walk on a level with brute life, only our heads being above it. That is all, and he must not be disappointed to see the Christian world turning away from his conclusions, with content in its faith and pity for him. He knows nothing on this subject beyond the rest of us. He offers us a material universe that made itself, stamped with laws that made themselves, and informed with the promise and the potency of all forms of life. This is his speculation, and it is worth just as much as the apple woman's on the corner, and no more. He offers it to those who believe that nothing was ever made without a maker; that nothing was ever designed without a designer; that no law was ever given without a law-giver—in short, that power and intelligence necessarily precede all results of power that betray intelligence through the analogies apprehended by the human mind. We do not see how his confession can do more than prove how utterly incompetent the pure scientist is to apprehend religion

and its fundamental truths.—*Dr. J. G Holland, in Scribner's for November.*

LEGENDS AND SUPERSTITIONS.

Traditions, legends and superstitions, closely linked as they often are, remain very distinct in themselves and in their influence. A tradition may be true; a legend is not only untrue, but improbable; and a superstition is a foolish belief in the supernatural and impossible. The first two are apt to be full of interest and charm; the last is always a blight, wherever it may settle. The world abounds in wild and marvelous stories that are believed in by the uneducated. For instance, in almost every country there are legends about long-sleepers. According to them, Charlemagne sleeps in Hess, seated on his throne, with crown on head and sword in hand, waiting till Antichrist shall come; the seven youths of Ephesus, who refused to bow down to the idol of the Emperor Decius, sleep on, their faces fresh as roses, till the resurrection-day; Epimenides slept fifty-seven years; a Christian priest sleeps in St. Sophia till the Turk shall be cast out; three Bohemian miners sleep in the heart of the Kuttenburg; and Rip Van Winkle slept twenty years in Kaatskills. In the great hills of Thuringia still sleep Frederic Barbarossa and his six knights. A shepherd once penetrated into a long winding cave in the heart of the mountain, and there found the seven all asleep, the emperor's red beard having grown through the marble table. The noise of footsteps awakened him, and he asked:

"Do the ravens still fly over the mountains?"

"Yes," replied the shepherd; "they do."

"Then we must sleep another hundred years," answered the monarch; and turned again to rest.

In Switzerland three William Tells sleep in a cave. A brave boy once crept in.

"What o'clock is it?" asked the third Tell.

"Noon," replied the lad.

"O dear! the time has not yet come," said Tell; and lay down again.

There are many superstitions about the man in the moon, and almost every country in the world has a story about him. In New England the nurses tell the children that this man was found by Moses gathering sticks on a Sabbath, and that, for being so wicked, he was doomed to reside in the moon till the last day.

"If you don't believe it," they say, "look in the Bible. It is all told in the fifteenth chapter of Numbers."

The Germans have the tale this way. Ages ago there went one Sunday morning an old man into the forest to cut wood. When he had made a bundle he slung it on his staff, cast it over his shoulder, and started for home. On his way he met a minister, all in his bands and robes, who asked him:

"Don't you know, my friend, that it is Sunday on earth, when all must rest from their labors?"

"Sunday on earth, or Monday in heaven, it is all one to me!" laughed the woodman.

"Then bear your burden forever," said the priest; "and as you value not Sunday on earth, you shall have Monday in heaven till the great day."

Thereupon the speaker vanished, and the man was caught up, with cane and fagots, into the moon, where you can see him any clear night.

In Norway they think they see both a man and a woman, and the story goes, that the former threw brambles at people going to church, and the latter made butter on Sunday. In the clear, cold nights of winter they will point out the man carrying his bundle of thorns, and the woman her butter-tub.—N. S. DODGE, in *St. Nicholas for November.*

NEW EXPERIMENTS IN EDUCATION.

It was an important step in the progress of knowledge when the bodily constitution of man began to be studied in the light of its relations to the inferior orders of life, and it promises to be a no less important step when the human mind is also regarded. The study of mental man-

ifestations in inferior creatures is becoming a systematic branch of inquiry, and the observers in this field are beginning to apply their method in the human sphere. We do not say that they have a new psychology, or claim to have arrived at any remarkable results; it is only noteworthy that those who have been engaged in discriminating among the mental likenesses and differences of horses, dogs, pigs, and parrots, are attracted to similar observations upon the young of the different races of men.

Dr. W. Lauder Lindsay, a physician in charge of a Scotch lunatic asylum, but who has long been a special student of the subject of mind in animals, has sent a brief communication to *Nature*, giving the results of some experiments upon the mental capacities of children of different racial descent. The observations were made by Monsieur J. C. Houzeau, also a comparative psychologist, and author of "Studies on the Mental Faculties of Animals compared with those of Man." The observations were made in Jamaica, upon children inhabiting that island, and M. Houzeau states his experiments and conclusions as follows, in a letter of Dr. Lindsay:

"I have been busy, meanwhile, on a curious study about the comparative development of intelligence of children belonging to different races. I had an opportunity here to submit to the test black, brown and white children. Fifteen of them were sent to me every day for two hours by their parents, my country neighbors: three of them white, seven colored of various shades, and five black. For a whole year I gave them myself common instruction, and carefully watched their proceedings and their rate of improvement. I do not expect to publish anything about that experiment, at least at this time. But I will state here the conclusions to which it has led me:

"1. There is in each child a different degree of intellectual proficiency, which could be called, in mathematical language, his or her 'personal coefficient.' However, these individual differences are much less than I had anticipated, and are not the striking feature in the unequal rate or speed of improvement.

"In this unequal speed, I see nothing—at least nothing clearly and unmistakably discernible—that can be referred to the differences of race. This will probably appear strange after all that has been said of 'inferior races.' Should other facts show that my experiment was not properly conducted, and that the trial was not conclusive, I am ready to give up. Still, it is at least my 'provisional conclusion.'

"The rate of improvement is due almost entirely to the relative elevation of the parental circle in which children live—the home influence. Those whose parents are restricted to the narrowest gauge of intellectual exercise, live in such material and coarse *milieu* (medium), that their mental faculties remain slumbering and gradually become atrophied; while those who hear at home of many things, and are brought up to intellectual life, show a corresponding proficiency in their learning."

Experiments upon so small a scale, and continuing for so short a time, must, of course, be inconclusive, for, as Dr. Lindsay remarks, "at or up to a certain age, girls are as sharp or sharper than boys at lesson learning and repeating. Cases are constantly being recorded—perhaps paraded—in the newspapers of girls or young women beating boys or young men of equal age in competetive examination, and yet it is not to be inferred that the female mind is either superior or equal to the male, that is, in a comparison of averages. For the fact is, that, throughout the animal series, including man, the female mind, is, in some, different from and inferior to that of the male. We know, moreover, that female superiority, when it exists, is usually at least confined to school-life. In subsequent intellectual development proper, man, as a rule, far surpasses woman."

But, while M. Houzeau's observations were too restricted to form a basis of useful conclusions respecting the educability and intellectual capacity of the children belonging to different races, there is great

significance in his final conclusion regarding the potency of home influences. This is no new truth, but it is a truth of transcendent importance, too much neglected, and its confirmation under such peculiar circumstance is noteworthy. That the medium in which the child is habitually immersed, and by which it is continually and unconsciously impressed, should have much greater value in the formation of mental character than the mere lesson-learning experiences of the school, and should in fact, determine efficiency of the school-agencies themselves, is simply inevitable. Whether the child has the advantages of a quickening home, or is the victim of a stupefying home, is of far more moment than the quality of the school it attends. Home education is, after all, the great fact, whether it awakens or whether it quenches the young minds exposed to it, and it becomes a momentous question whether our exaggerated estimate and desperate cultivation of school houses and public education are not at the expense of the far more important domestic influences by which the characters of the children are formed. For we are learning every day that, as this world is constituted, one thing is at the expense of another. If parents believe that the school is all in all, and can do everything tor their children, such are the pressures and strains of social life that they will evade and neglect their own responsibilities. Their children will be committed to stupid and vicious servants, hustled out of the way, turned into the street, or left to themselves; and no pains will be taken to make the home medium one of elevation, stimulation, and improving to the mental characters of their offspring. Where men are exhausted in business, and women are exhausted by society; and there is blind faith in teachers and school-rooms, we may be pretty sure that but little will be done to shape and conduct the home with reference to the higher mental needs of the children who live in it. There are, no doubt, noble examples of parents who appreciate schools and strive to do their corresponding part of the work of exalting and enriching the intellectual life of those committed to their charge; but such cases are lamentably few, and there is reason to fear that, with the increasing faith in public appliances of culture, their proportion will not increase very rapidly.—*Popular Science Monthly.*

THE ART OF SKIPPING.

The *Saturday Review* has an article on "The Art of Skipping," (in reading), which expresses so much of our own belief that we quote its leading points: "We maintain that the true belief as to skipping is to this effect—generally speaking, *it is not wrong to skip.* Skipping is an important part of the art of reading, and should be practiced systematically. It is most to be practised in solid books—by which we mean, for the purposes of this discussion, books that are read merely for information. Solid or serious reading consists in attending to the matter of a book independently of the form, except, indeed, when the form itself is the primary subject of study—as, for instance, from the point of view of a philologist or historian of literature. The more solid the book, the more expedient it is to skip, and the more useful it is to know how to skip judiciously. But, when the form is of sensible importance to the reader as compared with the matter—or, in less abstract language, when a book is read partly or wholly for entertainment and artistic pleasure, independently of information—then the art of skipping is no longer in its proper place, and should be very sparingly used, if at all. It is generally a mistake in poetry, and it is absolutely wrong in a good novel. We do not mean to forbid a cursory glance at a novel or volume of poems about which nothing is known, honestly intended as a preliminary inquiry to ascertain whether it is worth reading at all. One has a perfect right to look into a book and say that it appears to be worth reading or not worth reading, as the case may be; and the faculty of doing this with a reasonable chance of guessing right is indeed closely connected with the art and mystery of skipping. But we

must protest against the habit of tasting a good novel by dips and skips, which is really nothing better than taking extracts at random, and then pretending to have read the novel. This way of treating the masterpieces of fiction, though we fear it is not uncommon, and meets with but little reprehension, we take to be no less vicious and demoralizing than the much-decried practice of skipping in books of solid instruction is in truth wholesome and laudable. The same observation applies, though in a less degree, to the reading of poems. . . .

"In reading what may be called literature of exposition, especially in really good essays, it is often difficult to say how much of the general pleasure impression is due to the substance of the author's meaning, and how much to the form. This may be regarded as a kind of neutral ground, where skipping may in some circumstances be allowable and expedient, in others a grave mistake. When we come to fiction, the case is much plainer. A good work of fiction, whether in prose or in verse—we are here speaking only of good works—is a work of art, and can be rightly enjoyed only by entering into sympathy with the artist's mind, and accepting his work according to his intentions."

THE ART OF QUESTIONING.

Teaching includes the art of questioning properly—an ability which all teachers do not readily acquire. As much depends upon the manner of questioning pupils, as upon any other feature of the lesson. Long, wordy questions should be avoided, not only because they are not readily comprehended, but because they avert the attention and detract from the interest of the class. Clear and concise questions will often make a class seem bright and intelligent. General questions may be used to advantage to test the knowledge of the scholars, or by way of encouraging free and easy conversation in class; but if a particular answer is required, such a question should not be used.

Pointed questions should be used to bring out particular answers, that the chain of thought be not broken by an answer out of place, or that the minds of the pupils may not be made to wander when they should be held to the point.

Direct questions are aptly put, when the admission or denial of a statement is wished upon which to base the next question; but at other times they only tend to encourage laziness, or a careless habit of thinking. Not only is it an easy matter to answer, "Yes or No," but a child soon learns from the manner of his teacher which is desired; and the lesson which thus costs him but little effort, he correspondingly appreciates and remembers.

Suggestive questions should not, as a general thing, be used. There may be cases, however, where the pupil is trying hard to think what to answer, but has in some way become puzzled, that the assistance of a suggestive question may be better than to let the pupil fail, if in so doing it tends to discourage him.

Questions of whatever kind should follow each other in such order that each may open the way for the next.

Finally, the value of a lesson largely depends upon an orderly running up of the facts brought out. A complete summary with appropriate applications serves "to clench firmly the nail not driven."—*National Teacher.*

HINTS FROM SCHOOL REPORTS.

No amount of executive ability or dignity of person can make an illiterate a good teacher. One may pass an excellent examination and yet prove practically a complete failure, but it does not follow that one may be grossly ignorant, yet as an instructor be successful. Superior executive ability, natural shrewdness and a pleasing address—all very valuable elements in a teacher, may, for a time conceal deficiencies in scholarship, but an expert will readily detect the counterfeit. There is no profession or calling in which incompetency if accompanied with a moderate amount of discretion can be so completely hidden, as in this. A lawyer makes a serious

blunder and loses at once his case and the confidence of his client and of the community. A surgeon missets a broken limb and he suffers in consequence of his bungling, not only a loss of practice, but from a suit for damages. An architect erects a building, that tumbles upon the heads of its occupants, and he must flee from the place to escape righteous indignation and an indictment for manslaughter. A teacher however, may with impunity lumber along term after term, and year after, warping, dulling, befogging, stupefying, or debasing the tender and susceptible minds that are given him to train, and no notice be taken of the irreparrable injury that is being done.

To be successful, we must first have a clear conception of the end we wish to attain, and then labor earnestly and systematically for its attainment, making use of such methods as prove effective, whether or not these metheds have ever before been in use. A school will be well conducted if the teacher has command of himself, possesses a correct idea of what is just, tact in emergencies, abilty to impart instruction, and an enthusiasm in his work.

The Profession should be our study and pride. The teacher who does not enter into the work with enthusiasm and a determination to excel, will never excel; will not even attain respectable success. Determination to excel means study—work. Show me a professional man who does not read the works and periodicals peculiar to his profession; or the mechanic who does not make his trade his study, and I will show you a quack, a pettifogger or a bungler.

The *discipline* of the school is of the first importance. Nothing can be accomplished without it; but when once established, the school, like a chronometer, requires no adjustment.

A teacher who devotes the greater part of his time every day to informing his pupils what they already knew perfectly well, to-wit: what they ought not to do and what they should do in school, is an expensive teacher. By discipline I mean not only subordination to authority, but habits of study, and of the systematic performance of every duty. The possession of these is of infinitely greater value than the knowledge derived from the text books.

Teach the pupil to think for himself. Avoid routine. Do not be more anxious to display your own knowledge of the subject under discussion than you are to draw out that of the pupil. Make haste slowly. Be sure of each step before you attempt the next. Be thorough. Do not permit the brightest and most forward in the class to do all the answering. Devote the greater portion of your attention to the dull and backward ones. The smart ones will get along well enough. "They that are whole need not a physician."

Where the way is clear and the road smooth make good time; over the rough places and through the sloughs go carefully. Keep your pupils encouraged and in good humor. Do not let your dignity amount to prudery; nor your authority to tyranny. Your success in perfecting the scholarship and good discipline of your school will be commensurate with the interest and sympathy you manifest for your pupils.

Success in our public schools also lies in a great measure with the parents. The best teacher will fail if not sustained by the active sympathy of parents. The schools should be often visited. It will not only encourage the teacher, but incite him to greater effort. Your children will see that you take an interest in their educational advancement, and will be incited to greater diligence. If parents would visit our school rooms, become better acquainted with the teachers, witness their labors, exhibit an interest and sympathy for them, new light would break upon them, and instead of complaints and cruel aspersions, a fraternal feeling would be kindled, which would shed a genial, kindly influence in which parent, child and teacher would alike participate.

Every teacher, as soon after the commencement of his term of school as practicable, should make it a sacred, binding duty to visit all the families in the district having children to be educated, seek

the co-operation of parents, and secure if possible the regular attendance of the children at school. By an early acquaintance with the people, frequent friendly visits to the parents and the manifestation of a warm personal interest in the educational welfare of the children, the teacher gains a prestige that cannot fail to produce the best results. Absenteeism, truancy and tardiness, the bane of all schools may, in a manner, be broken up through this system of visitation.—*Rhode Island Schoolmaster.*

NORMAL.

BY MARLON.

What can be done for me? or what for the English language? or what for the "great unabridged?"—"NORMAL—what is it? I am sore perplexed. No lexicon gives me aid. An intelligent friend tells me he has been to Normal. "Too normal; what can you mean?" "I mean to the town of Normal, the head center, the intellectual capital, the teacher's Mecca of Illinois." "Oh!" "Yes; and now I am going to W. to visit the Normal there; come, go with me." "To visit what?" "The Normal School, you know; will you go?" I go. Nearing town my friend points to a fine brick building, in a commanding position, and overlooking the town and country for miles. "What building is that?" I ask. "That's the Normal." "That *building*, the Normal?" "Yes." In town, we turn our steps westward. We pass a young lady with an open book in hand, evidently studying. "Ah, do all the young ladies in this beautiful town study on the street? how intelli"— "She is probably a Normal." "And that young man?" A Normal too." "*He* Normals and *she* Normals, eh?" "Yes; both sexes admitted to the Normal," said my dignified friend, not perceiving the perplexity into which I was drifting.

We visit the school and are delighted. At length we inquire for Prof. X., and are told "he is down below, in the Normal." "Why, is not *all this* (with a sweep of the hand) 'the Normal?'" It seemed like a conundrum; but an answer came—"No; the Normal, that is to say, the Normal Department, is down stairs, second door on the right."

I did not go down to that Normal. Bewildered, confused, I took a seat, put my elbows on my knees, and my head on my hands, and tried to get things disentangled by saying over to myself the definition of a noun, as I had learned it. "A noun is the name of any person, place or thing." But here was *normal*—name of person *and* place *and things*. Concrete, abstract and collective—I repeated mentally; but here was *normal*, concrete, abstract and collective. It was of no use to try to think. I picked up a paper and thought to get my mind on other matters, and lo! I had taken up "*The Normal!*" I left, and now come to you, Mr. Editor, for relief. For what with *Normal*, with *N* large and *n* small, and what with *Normal* pure and simple, and normal be-articled definitely and indefinitely, and applied to plans, and buildings, and schools, and persons, and departments, and papers, I need relief. If *you* cannot help me, can what is called the "Normal Board?" (I should think they might well be said to be "normal"-bored; I am.

WE don't blame children for "cutting up" if the teacher is dull, and uninteresting, and stupid.

Children are full of life and vigor, or they ought to be, and this vigor of body and mind should be turned by the teacher into legitimate channels, and more of it generated if possible, instead of suppressing it. The old style of "keeping" school cannot be tolerated any longer.

Teachers who do not keep up—nay, who do not keep a long way ahead of the brightest and best pupils—had better quietly drop out—and "drive team" or "scrub floors," or do any such quiet, respectable business, rather than train Young America. The fact is, there is too much demanded and too much to be done in the six school hours for a deadhead or a stupidity to get along with.—*Maine Jour. of Education.*

The Wedding of the Gold Pen and the Inkstand.

The Gold Pen woed the Inkstand.

The Inkstand was of crystal, with a carved silver top. It evidently came of an aristocratic family, and was therefore a fitting match for the Gold Pen, which also was an aristocrat and carried itself haughtily toward the Goose-quill and the Steel Pens, its poor relations.

The wedding was a splendid affair. All the inhabitants of the Table were invited, and the great Unabridged Dictionary—the true autocrat of the Writing-Table—gave away the bride, while the fat Pen-Wiper, in scarlet and black cashmere, sobbed audibly. (Not that there was anything to sob about, but she had heard that it was customary to cry at weddings.)

After the ceremony, "the happy pair received the congratulations of their large and distinguished circle of acquaintances," as the newspaper reporters say.

"Many happy returns," blundered the Goose-quill, claiming his privilege as a relation of kissing the bride. The Goose-quill had got itself a new nib for the occasion, and quite plumed itself on its appearance.

"Wish you joy!" said the Steel Pen, a brisk, business-like sort of fellow, leading forward the Pen-Wiper.

"Joy!" echoed the Pen-Wiper, with a fresh burst of sobs.

"May life's cares rest lightly upon you!" said the Paper-Weight.

"Stick to each other through thick and thin!" said the Mucilage-Bottle.

"May the impress of the beloved image be indelible in each heart!" exclaimed the phial of Marking-Fluid.

"I congratulate you, madame," said the quire of Legal-Cap. "The bridegroom is a distinguished fellow—'*Stylus potentior quam gladius!*' Pardon the Latin; but we lawyers, you know, ——. He! he!" And he retired with a smirk, quite satisfied with his display of erudition.

"Live ever in a Fool's Paradise!" growled the Foolscap, who was a disappointed old bachelor.

"May the Star of Love never set in the heaven of your happiness!" simpered the rose-tinted Note-Paper, who was always fearfully sentimental, and was rumored to be herself in love with the Violet Ink.

"Jove from your heads avert his awful wrath,
And shower blessings on your future path!"

sighed the Violet Ink, who was said to have actually written poetry!

(At this the Note-Paper turned a shade rosier and murmured, "How sweet!")

"Come right up to the mark of duty," said the old Black-walnut Ruler, "and your line of life will never go crooked."

"May love be never erased from your hearts!" said the India-Rubber.

"And may nothing ever divide you!" said the Ivory Paper-Cutter.

"Let all your actions bear the right stamp; and above all, *never tell a lie!*" said the Postage-Stamp (which bore the portrait of George Washington, and must therefore be excused for introducing the latter remark).

"Don't let the little *rubs* of life wear out your mutual kindliness, my dears!" said the matronly old Eraser.

"Hech, lad!" cried the little Scotch-plaid Index, which came tumbling out of a volume of Burns, "A lang life an' a happy one to you an' your bonny bride!"

"May you always be wrapped up in each other!" said the package of Envelopes, who came up in a body.

"Though the Gordian Knot was cut," said the Penknife (a sharp chap), "may this True-Lover's Knot never be severed!"

"I hope you'll make your mark in life," said the blunt old Lead-Pencil.

"Look closely," said a Pocket-Microscope; "but for virtues—not for faults."

"May the remembrance of each unkind word or deed be quickly blotted out!" exclaimed the Blotting-Pad.

"Bless ye, my children, bless ye! Be happy!" said the Big Dictionary, in the (theatrically) paternal manner.

The Gold Pen and the Inkstand did not make a wedding tour, but went to live immediately in a beautiful bronze stand-dish, in the centre of the Writing-Table.

And there they are at this very moment.
—ALICE WILLIAMS, in *St. Nicholas for November.*

OFFICIAL DEPARTMENT.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

Question. The supervisors of C. and W. dissolved a joint district, and the part in C. was attached to another distrsct, the part in W. retaining the school-house, etc. The supervisors also appraised the value of the school property, and determined the amount due to the part of the district detained. Now must this be paid to the treasurer or the individuals living in the territory thus transferred?

Answer. To neither. The supervisors had no power to make any such appraisal in this case, and their act is of no effect. It was not the formation of a new district, as contemplated in section 12, but merely the alteration of two districts, by the transfer of territory from one to the other. The supervisors did not "dissolve" the joint district in the sense of extinguishing it, as contemplated in section 16. The joint district was dissolved only in the sense that the part of its territory lying in one of the towns was taken from it and attached to another district.

Q. How can two districts be consolidated?

A. The best way is for the town board to attach one to the other; acting under section 16, also, under sections 10 and 11. The officers of the district thus extinguished would go out of office, but in future elections or appointments, the extinguished district can be remembered.

Q. Can the town board alter a district which is still in debt to the state, the debt being nearly paid?

A. The board is restrained by law from such alteration. If any release from this restraint is to be had, it will come from the land commissioners.

Q. Is it lawful to hold a district meeting in a foreign language?

A. As the public schools are to be English schools, and as the teachers must speak and write English, it is a fair implication that the proceedings of district meetings should be conducted as far as possible, and especially recorded, in English. If the proceedings are in some other language, it does not follow that they are illegal, but it might be a sufficient reason for setting them aside, if a portion of the voters complained that thev could not understand them. In case the voters speak two different languages, some one who understands both should be appointed to interpret.

Q. If 12 ballots are cast reading, "John Smith, District Clerk," 1 ballot reading, "Wm. Brown, District Clerk," and 24 reading simply "Wm. Brown," is Smith or Brown elected?

A. If only a clerk was being voted for, and it was well understood what was going on, it may reasonably be presumed that it was the "intention" of the voters who cast the 24 ballots to vote for Brown, and that a court would so decide, on a *quo warranto*, and consider him elected. (12 Wis., 551.)

Q. There being a tie in the vote for clerk, the out going clerk and director appointed one of the candidates, the treasurer opposing, and the town clerk afterwards appointed the other. Which is entitled to the office?

A. The latter, if either. An out-going officer has no power to help appoint his successor. So long as he acts, or can act, which is ten days after annual meeting, there is no vacancy to be filled. An election, if consummated, is to fill a prospective vacancy. There being a tie, at the election, the old director and treasurer could appoint, up to the end of twenty days after the annual meeting. Failing to do this, the town clerk would then appoint.

Q. If a vacancy in a district office exists in a district which is embraced in an incorporated village, and the board fails to fill it, can the village clerk then do it?

A. No such power is given him by any statute. The town clerk would fill the vacancy.

Q. Can a non resident of a district be lawfully elected clerk?

A. It must be held that he is ineligible.

Q. A few voters elected a clerk; but more coming in, the vote was re-considered, and another man elected, four to one. Was the last election legal and valid?

A. It may reasonably be so held. It was the just expression of the wish of the majority of the voters at the meeting.

Q. A year ago it was voted to have the "annual meeting hereafter the first Wednesday in September;" but on looking at section 17, I called the meeting the last Monday in September, as usual. Was I right?

A. Certainly; no annual meeting is legal unless held at that time, or, the last Monday in August, as provided in section 17, or, the second Monday in July, if the district has a graded school. It would be better if the law required all annual school meetings to be held at one and the same time, and the last time mentioned is the best of the three. The present arrangement breeds confusion.

Q. Our district voted *not* to have any school; what can be done?

A. Such a vote is null and void. A district must maintain a school five months. If it does not vote the money by the first Monday in November (sec. 62) the board must attend to raising money, as provided in sub-section *sixth*, p. 45. If district and board both defy the law, or neglect to act, the district is in two years to be extinguished. (Sec. 16.)

Q. No notice of annual meeting was posted; five voters met and voted to have no school; what can be done?

A. Have a special meeting called to do the necessary business, and vote the taxes needed. Mind you go according to section 21. The town clerk can fill any vacant district office, if the board did not.

Q. Should the names of non-resident tax-payers be returned, under section 62?

A. Yes, if they are known or can be ascertained. If the clerk can do no better, he can give a description of the property to be taxed, and state that the name of the owner is unknown.

Q. Must I, as clerk, return a tax illegally voted, to the town clerk?

A. You are not required to determine tha legality of taxes voted. You will obey the letter of the law if you return all taxes voted. (Sec. 62.) Any tax-payer can resist the payment of a tax deemed illegal.

Q. Our district having to build, has had only 88 days school; can we not draw money? It seemed a waste to keep up the school in harvest, when the large scholars were at work, both girls and boys.

A. The State Superintendent is authorized to apportion money to a district which has maintained school less than 100 days, only when "some unusual and unlooked for cause has prevented." If a district has to build, that is not unusual or unlooked for, neither is harvest time. Of course the district has a burden to bear, but it must brace up manfully and bear it. It would be well to so arrange school terms as to exclude harvest time and hot weather.

Q, By neglect of the officers to have school commence early enough, our district failed to have five months school. Is there any remedy—cannot the district draw money?

A. There is no provision of law which fairly justifies the apportionment of money in such a case. The board may be liable for its neglect; but to allow money in such cases would be too much like a premium on neglect.

Q. Must a district vote money enough for five months school without the aid of the state money?

A. The requirement of the law is simply that the district must have had at least five month (100 days) school the previous school year, and that the last money received from the state shall have been used towards the teacher's wages. Since this money is usually received in July or August it is wise to so arrange matters that it shall be on hand, at annual meetings, to commence a new year with, and the district should then liberally vote the necessary additional amount for the year.

Q. A deed for a site was promised to our district, but is now refused. What can be done?

A. If the promise is susceptible of proof, perhaps it could be enforced by law, but the district can proceed under sections 78–83.

Q. We voted $800 to build a school house, but had not obtained the previous

consent of the town board. They have since signified their consent. Is this sufficient?

A. The law is interpreted to require the *previous* consent of the town board, and to cut off cavil, and proceed safely, it is better to call a special meeting, and vote the money on the basis of consent actually given.

Q. Our district built a new school house, all but seats, but at annual meeting refused to raise money for new seats, and voted to use the old ones. These are unsuitable and insufficient in number; cannot the board buy new ones?

A. Perhaps you can, under section 49, but I advise you to use the old seats, as far as they will go, and get as many others made as are needed, and not to risk a quarrel or law suit by buying all new ones. If however, you find the old ones really cannot be used, have a special meeting called, and try again for new ones.

Q. Would it be lawful for a district to vote a tax of $60 for the purpose of furnishing school apparatus at a special meeting, called for the purpose and have the amount included in the next assessment, provided, the meeting was held within thirty days?

A. The proceeding would all be lawful.

Q. Our school house having been disused for some time, a man has moved in with his family; another man took the stove, etc. How can we recover possession?

A. Of the school house, perhaps under chapter 151, revised statutes, section 2, or by ejectment, that is if the district has a title; of the other property, by replevin, or an action for its value.

Q. We happen to have two school houses in our district, and have sometimes had two schools. Now, we think only one is need, but the county superintendent says there must be two. Must we conform to his direction?

A. He probably meant that if you have two school houses you should use them both. This however is a matter for the district to determine. If you sometimes need two, it is not improper to have two. If you have ceased to need more than one, the other should be disposed of as provided in section 47.

Q. Two members of the board bought some maps without consulting the third, but the district voted to pay for them; is this legal?

A. It was not legal for the board to purchase in that way, (section 48), but the district having sanctioned the purchase and accepted the maps, has estopped itself from any complaint.

Q. Can a district board introduce algebra, etc., if the district votes against it?

A. The board has power to introduce such branches, under section 55, but should exercise the power very discreetly, and consider well the wants of the majority of the pupils.

Q. What course is to be pursued when the district board has bought apparatus, and at the annual meeting the voters refuse to allow the account, or even call a special meeting for consideration of the action of the board, and declare that the district will not pay for the apparatus?

A. If the apparatus has been legally purchased, under section 48, the clerk is to "include the amount of such purchase in the next annual tax," and the tax-payers will have to pay the tax. The district is holden for the purchase.

Q. A majority of the patrons request us that our former teacher be retained, and he was hired another year, but at the annual meeting the district "annuled" the contract, could they do this?

A. A district has no power, at annual meeting, to make or annul a contract with a teacher. It is not usual to hire a teacher before annual meeting; but if requested, as you say, no ground of complaint seems to exist. The objection to it is that it anticipates the judgment of the new incoming member of the board, and seems discourteous to him. All the implications of the school law are that contracts run for a term, or for the usual school year. If a contract is made to thus extend beyond the close of the school year, it would be well to make its obligation subject to the endorsement of the annual meeting, or the incoming board.

EDITORIAL MISCELLANY.

BUSINESS MATTERS.

☞ Those whose subscriptions are still due for 1874, or for a longer period, will confer a favor by remitting the amount due without delay.

☞ Those who for any reason wish to discontinue, at the close of 1874, will please notify us, on receipt of the December number, or *before*.

☞ Please don't forget this, or we shall go on printing a January number for you.

Immediately after mailing a number, work commences on the next one, and contributors should take note of this, as matter for a number may be pretty much all in type before an article intended for that number arrives.

Are Wisconsin Teachers Fitted for their Business?

In a short article copied on a former page from a La Crosse paper, our friend "R" makes some pertinent observations on some of the benefits that would be likely to result to the country schools, from the adoption of the "town system;" particularly in the matter of improved methods, supervision, etc. These observations we are glad to reprint, and wish that he and many others would thoroughly ventilate, and warmly press the subject in their respective localities.

But in the same article "R." comes to the defence of the teachers of the State against what he seems to regard as an aspersion upon them by Hon. Mr. Kuntz, at the Association in July. Mr. Kuntz was invited to be there, and to say something on the subject of "county academies." In the course of his remarks showing the need of such schools to help improve our common school teachers, he said "nine-tenths of them are not fit for their business." Possibly he qualified the declaration by the word "wholly," as R. quotes. There is a sense of course in which the words may be considered opprobious. We did not understand him to use words in that sense, but to mean that nine-tenths of our teachers are not fitted for their work. "R." calls this in question, and while he admits that they are not as well fitted as they ought to be, though this he says is true of all professions, he seems to think the "town system," with better supervision, etc., would cure most of the defects. We agree with Mr. Kuntz in the general proposition that the great body of our teachers are not fitted for their work, and in presenting some reasons for this opinion we think we are maintaining the cause and best interests of the teachers themselves, as well as of the schools.

The number of teachers now employed yearly in our common schools is nearly or quite nine thousand. Now. in other matters, persons who are fitted for a business, generally follow it, and follow it exclusively, and permanently. But while we employ some 9,000 teachers in the year, we require only about 5,000. Of course therefore a large number are employed only part of the year—say three to five months. This has a bad look for the probable fitness of those employed. These one term teachers are engaged in something else the greater part of the year. Some are at work, some are at school. The teaching is an incidental, subordinate matter—to earn a little money, which is right in itself; but the aim of life is something else. What would be thought of the probable fitness of several thousand persons to perform any other important business for which they should thus ephemerally offer themselves, very many never having been engaged in it before, and many others never expecting to engage in it again?

But as to teachers, this fitful ephemeral way of pursuing the business is not the worst of it. Did those who teach in the winter only, or in the summer only, continue thus to teach, semi-annually, as a permanent business, alternating with something else, that would very much improve the aspect of things. But unfortunately this is not so. With some happy exceptions, our teachers are transient. After a term or two, perhaps three or four terms, generally alternating with something else, they drop the business. In fact they never made it a business;

never intended to follow it; never made any preparation to follow it, except so far as to be able to secure a certificate. It is no aspersion to say that such teachers cannot be fitted for their work; but such is the character and description of nine tenths of our teachers. They teach because they are the only class of persons, as a rule, who are expected or solicited to teach, and no different class of teachers could be had for the wages offered.

This brings us to notice, in the next place, that most of our teachers are young persons, many of them quite young, and altogether too youthful for such a business, even if we could suppose them otherwise fitted for it. Those of more mature age are largely embraced in the one-tenth, who, like "R.," make it a permanent occupation. Deducting this class, in which we include these summer or winter teachers who keep on teaching with some degree of permanence, and we suppose the average age of the great body of our teachers is not more than eighteen or nineteen years. They are persons who have but recently left school, or are still attending school.

Of course therefore they have never fitted themselves for the business of teaching. Persons who are regarded as fitted for any other kind of business, requiring intelligence and skill, are supposed to have gone through some regular course of preparation and training for it. Does a man find or expect employment as a lawyer or physician, dentist or photographer, engineer or surveyor, who has no knowledge of the business in either case? Who has spent no time in learning it? It is true a few of our teachers have graduated from a normal school; and many more have spent a term or a year in one. But even a full normal course is at present but a modicum of "theory and practice," acquired by the pupil while spending most of his time in the ordinary studies of a common or high school. The graduates themselves obtain only a partial and imperfect training for their work, and moreover are not employed in our common country schools. The teachers in the normal schools often complain that they have to make most of the pupils who come to them tolerable scholars, teach them how to study, before they can do much of anything towards making them skillful teachers; and by this time they leave. The normal schools are doing what they can, under the circumstances. Local schools of academic grade would send them better material to work on.

The trouble about this whole matter is with public sentiment and established custom. Public sentiment demands that a clergyman, a teacher of religion, shall have gone through a course of professional preparation for his work, preceded moreover by a suitable course of disciplinary study and literary culture. Unfortunately public sentiment does not demand this in teachers of youth. Of course some of our teachers are educated persons; some of them indeed are highly educated. But the point is that custom allows people, old or young, to take up the business of teaching, whether in common school, academy or college, without any professional training, and does not allow it in regard to any other business, unless it be the merest manual labor. No wonder then that nine-tenths of our common school teachers are not fitted for their business. They have no motive or encouragement to be. They cannot afford to be, for the wages paid for their services. They have no inducement to regard or to make teaching a business. And in addition to all this, there is a natural and we suppose inevitable cause for the termination of the services of more than two-thirds of our teachers, (that is to say, nearly all our female teachers, and that very often just about the time they have acquired some skill by experience,) and that cause is marriage.

But it will be said that we have quite a good many permanent teachers who, although they began without any previous professional preparation, have learned a good deal by experience. This is true, and "pity 'tis 'tis true." It cannot be denied that a business *may* be learned, after a sort, by taking it up and practising it, without any previous instruction or pre-

paration; but this is contrary to common sense and common usage in other things. We do not put our cloth into the hands of a man who has taken up the shears and the goose for the nonce, nor do we submit our teeth to a man who hangs out a dentist's "shingle," with no other knowledge of the business than that acquired by having his own teeth drawn or filled. We do not deny that a man may become a skillful tailor or dentist after spoiling enough cloth or teeth, just as the London occulist became skillful by "spoiling a bushel of eyes;" but is this a good way for teachers to learn their business? If some considerable number of our teachers have thus become tolerably well fitted for the work we can still say they were not and are not yet properly fitted. And then the mischief of it is that a good share, even of our best teachers, who have thus learned their business by experience find so little encouragement to continue in it that they leave it for something that "pays better," just about the time that they are able to render valuable service.

We cannot better close the discussion of this point than by quoting a few sentences from the admirable Essay of Miss Swart, on "Primary Instruction," printed in this number—which article, by the way, may very appropriately be read, together with that by J. P. B., on "Hiring Teachers," after reading R's. Miss Swart says:

> That this [primary instruction] is a work of great importance, requiring careful, thoughtful laborers, need not be argued before an enlightened audience. * * * A man who calls himself a watchmaker may set to work among the delicate wheels and springs of your watch with the best of intentions, and yet bring ruin upon its nicely-adjusted mechanism. * * *
>
> Society, in self-defense, cannot afford to employ unwitting workmen—can no more afford it in its schools than in its workshops; cannot as well, since mistrained minds can work more evil in the world than misshapen matter.

In these remarks no disparagement is intended of our young teachers—for most of them are young. They will compare most favorably with any equal number of persons of similar age and position in life. They are greatly to be commended for their zeal and faithfulness. Their work is quite as good as could reasonably be expected. Male teachers are paid the princely sum of $43.33, and female teachers $27.04 a month, which is a good deal less than the wages of skillful and trained workers in wood, iron, leather or cloth, who have really learned their business. This seems to show that people deem the development and shaping of their children's minds and morals of less importance than the fashioning of their shoes and clothes.

We intended some remarks in reply to "R" about the education given in the common schools, but have room at present to say only that while there is unquestionably a wide diffusion of intelligence and culture among the people of the northern states, it was not gained in the common school-room. Multitudes who attend the common schools never go beyond a meager and imperfect knowledge of "the three R's," and it is with difficulty that they either read, write or cipher with facility, in after life. As for geography or grammar, they are entirely innocent of both. If a large number have facility and some thoroughness in the common branches, and even in higher ones, and have really become educated persons, in some tolerable degree, that is, have reached a fair mental development and culture, it has been accomplished through agencies outside and beyond the common schools and the instruction ordinarily given in them. But our other half discussed this point sufficiently, perhaps, last month.

What the Town System Would Do for Us.

It were a sad mistake to imagine that the "town system" can of itself cure all the ills our school system is heir to. It is in the nature of a change that would enable us to make the most of what we have. It would open a wide range of potentialities that are simply out of the question on our present plan; but it would not give to teachers age, experience or skill which they did not possess before; nor to pupils brains; nor to the

people wisdom. Let us see what it would do, or at least render feasible:

1. *It would be a great saving of time and expense.* A town with ten districts now requires the services of thirty school officers, besides the town clerk and town supervisors, to manage school affairs; under the "town system" a town would have a board of ten directors, who would not only do all the business now requiring thirty-four men, but do it much better, because the board would be made up of intelligent persons from different parts of the town, who would act with more zeal and interest, and most of the work would in fact be done by the executive committee of three, who would make it a matter of study and attend to it wisely and efficiently. What is now done occasionally for a single district would be done for all districts—at least in every town wise enough and fortunate enough to get a good board and out of the board a good committee. Here then would be a great saving and great improvement at the same time.

This economy would be further promoted in the fact that instead of ten noisy school meetings, and ten excited elections, and a large sprinkling of special meetings, with a great abundance of irritation and difficulty, the sub-districts having each quietly elected its clerk, and made its requests and recommendations, that would be the end of it; and the board of directors would go on and do the rest, acting for the whole town, as one school district, and for general good of all, as a city school board now acts.

2. *A great share of the present friction of the system would be removed.* Now, on our single or independent district plan, there is no end to disputes about district boundaries and the propriety or lawfulness of district meetings. Besides the appeals continually taken to the State Superintendent, there are numerous district quarrels going on that greatly disturb the peace of neighborhoods as well as injure the schools. Most of this trouble would be done away with by the change. For every man would pay simply a town school tax, and his property would be in no one sub-district more than another for the purposes of taxation, (with an exception presently to be noted,) and his children would attend the school which might be most convenient and suitable at the time, changing from one to another, without trouble, if there were good reason.

3. *There would be uniformity in taxation, and less tax to pay.* This has been so often illustrated in the JOURNAL that it need not be dwelt upon here. As it is, the tax in one part of the town may be fourfold what it is in another. This is unjust, because public schools are for the public good; and the schools as a whole cost more than need to, (or ought to for the benefit received), because there is no general system about the matter, and no possibility of so arranging the schools and terms as promote economy.

4. *The schools would be uniform, or at least more nearly so.* At present there may be a good school in one district and a miserable one in the next; partly on account of difference in wealth, partly because of difference in zeal, intelligence and school interest. Under the other system, all the schools would or might be as good as the best now are. It would be the business and the aim of an efficient town board and executive committee to make them so.

5. *The schools could be graded.* With slight exceptions, this is now out of the question. Each well settled town might have, and after a little naturally would have, under the new system, at least one central school, which, while having one or two lower departments for the younger pupils of the neighborhood, would embrace a higher department, answering to what is called a "grammar school," or "high school," for all the more advanced pupils of the whole town who should choose to attend. The extent and features of the gradation of the schools would depend upon the absence or presence of villages, and their number and location; but something could always be done in this way as soon as a town is tolerably well settled.

6. *This would lead to a regular course of*

study, which is now out of the question, it being at the caprice of pupils, teachers and parents, and constantly changing as teachers are changed. There would be uniformity very soon for the county also, and there might be, to a great extent, for the State. And hence, if a family should move, the children would immediately begin where they left off; and it is fair to assume that pupils would, on the average, under such an improved system, learn twice as much as they now do. For in the next place,

7. *We would have better teachers and teaching.* The board would employ teachers as a corps, for their fitness, and not because they are neices, or wives' sisters; they would, also, to some extent, be able to employ them by the year, or at all events retain them when found to be good teachers. There could ordinarily be at least one skilled and experienced teacher in each town, who would have charge of the principal school, and would give directions and character to all the teaching, frequently meeting the teachers on Saturday, and, as occasion required, visiting their schools with the town superintendent—that is, the secretary of the town board. Here then would be the proper field for the graduates of our normal schools, who, with this stiumulus, would soon quadruple in number and advance in attainments. In this way the normal schools would be brought in direct and vital and systematic contact with the schools, which is not now the case, to any great extent, except by the institutes.

8. *Much better supervision would be secured.* This has been shown by "R" in this number. The town inspector or superintendent would exercise an intelligent oversight of the schools, and could make the clerk of each sub-district useful as his right-hand man, just as he himself would sustain the same relation to the county superintendent. And thus the work of supervision would be systemized and amount to something. At present the county superintendent may be called the right arm and the district board the fingers, but there is no hand between them.

2. *School houses would be improved.* The township law, as it stands, (section 35,) judiciously provides for the equalization of the cost of school houses, and as new ones became necessary the board would act more judiciously than districts and district boards now do generally in regard to site plan, construction, seating, warming, ventilation, etc. The tendency of the system would be to reduce the number of sub-districts, and, therefore, of school houses; and to bring into existence a much better, and, in the end, cheaper class of buildings, because they would be more wisely built.

10. *More and better apparatus* would be obtained, and at less cost; and the schools would be uniformly supplied, as needed. The same may be said of books, which are simply a part of the apparatus of the school, and should be bought as such, and loaned to the pupils, (unless any should prefer to buy and own them); and being bought in quantity, at wholesale prices, for the whole town, the expense would be greatly diminished, and the constant trouble for lack of books and want of uniformity brought to an end.

11. *Town libraries would* naturally and readily connect themselves with the town system, to the great advantage of all concerned, and to the vast enhancement of the means of mental culture, which would react powerfully on the teachers and the schools.

12. *Lastly, we could get some reliable statistics.* At present we cannot. This is the universal testimony and complaint. With a good town secretary, this matter would at once be set right, to the great joy of the county superintendents and the writer of these notes, and his successors.

DISADVANTAGES OF THE TOWN SYSTEM.

No human system is perfect. The "town system" would not, by its own inherent virtues, make each school a paradise. It would require intelligent, active interest. It opens great possibilities which are not to be realized in the present system, except in rare, isolated cases. It renders it practicable to make the schools generally very much better in

every respect than they now are. But there are some disadvantages or imperfections to be noted.

1. The *vis inertia* that pertains to a considerable body of people would interfere with rapid improvement. At first it might happen that while the general average would be improved, the excellence of some individual schools would be lowered. The little garden, now so carefully cultivated, being thrown into the common field, would temporarily be less productive of its choice fruit. But this is a brief sacrifice that such a district should be willing to make for the general good. The effort should be to make the whole field of the town a garden.

2. Towns are not always the best geographical divisions for school purposes, nor indeed for any other purpose. A part of a town may be separated from the rest by a swamp, but directly in contact with another town. Such infelicities arise from the very convenient custom which is often absurd in its results—of almost always making town and county lines conform to the township and section lines run by the government surveyors. On the prairies, this does well enough generally, but not always where the county is rough.

But this cannot be helped at once. The time may come when education will be deemed of enough importance to lead to the proper districting of the entire State for educational purposes, including normal districts, superintendent districts, each with s school of academic grade, and the unit of the school district, answering to a town. The sub-districts would be the decimals. Until then, some expedient like the independent districts in Iowa and Pennsylvania would afford a modification of a uniform town arrangement, where especially needed.

3. As the law now stands, section 36, so far as it relates to villages, is an objection, not to the system itself, but to its adoption in certain towns. This should be changed. It is in towns having a central village that the town system could at once most usefully and successfully be adopted.

We do not think of any other serious objections that can be urged. Those mentioned are curable. The enlightened educational sentiment of the whole country is strongly in favor of a town system. There *must* be a unit answerable to this to secure efficiency in the administration of school affairs. Being recently in Tennessee, we found that the idea had been acted on there, and it was thought the school districts, each embracing a number of schools, under one board, and corresponding to what are known as "civil districts," which are, we suppose, eletion precints more especially, would lead to the introduction of regular towns, as in the Northern States.

PROF. TYNDALL'S ADDRESS.

We suppose most of our readers interested in such matters have read this remarkable address. It has, not unnaturally, provoked a large amount of comment. Having given an adverse, but as we think very just, criticism upon it, on a former page, from Dr. Holland, we quote here from Prof. Youmans, in the *Popular Science Monthly*, who, of course, defends brother Tyndall. He says:

Prof. Tyndall claims that there is a great deal more in this mysterious and unfathomable something which we call matter, than has been hitherto allowed: he sees in it "the promise and potency of every form and quality of life." Much horror has been expressed at this statement, but the expressions seem to us quite gratuitous. We should like to know what form or quality of life there is, that is not manifested in matter, and is not, therefore, to be ranked among its potentialities All living things are material things; all organized creatures are constituted of material elements; and, throughout the scale of life, vital, chemical and physical powers are corelated in inextricable complication, and displayed through a substratum of ponderable constituents. Of the sixty-odd chemical elements, four are chiefly concerned in the maintenance of life; they constitute the mass of all living things, and have long been classified as *organogens*—generators of organization. The mutations of these elements involve the cycles of life. Earth, sea, and air are filled with myriads of vital forms, and through countless millions of years the earth has swarmed with them, while

whole rocky systems are made up of their material remnants. When the microscope was invented, and the frontiers of old observation were crossed, a new world of life was discovered; and, as the powers of the instrument were improved, minuter creatures were disclosed, grade after grade until organisms were found not the millionth of an inch in diameter. Those who deny spontaneous generation, or or that living beings are directly engendered out of matter, are only able to do so by prolonging their vision beyond the sensible evidence, and assuming that Nature is pervaded by infinitely tenuous, inscrutable, though still material life-germs. But, whatever the processes by which Nature breaks into this multitudinous life, it is undoubtedly done through an inflexible system of law. There is no irregularity, caprice, or miracle, about it; it is a phase of the established order of things, and vital effects can no more be disassociated from the properties and powers of matter than can chemical or physical effects.

In another paragraph, he says:

The narrow limits of Prof. Tyndall's address, the greatness of the questions it raised, and the diversity of views to which it has given rise, seem to have led to much erroneous interpretation of the document. Many newspapers have charged that the speech is an unprecedented and unwarranted aggression upon ground to which science has no lawful claim, and even the *Scientific American* describes the position taken by Prof. Tyndall as a "sudden invasion of the neutral territory lying between scientific and religious thought." The passage that has been most constantly quoted and relied upon, to show that Prof. Tyndall has quit his own field and intruded into that which belongs to religion, is where he speaks of "prolonging his vision across the boundary of the experimental evidence." But it is easy to show that this passage will bear no such construction; that is, what Prof. Tyndall proposes to do is, exactly what all men of science have been about these hundred years.

ON THE SIDE OF THE LADIES.

Prof. Cairnes, is out against the views of Mr. Smith, an English writer, who is strongly opposed to "woman suffrage." We think Mr. Smith's position is sound, so far as his argument relating to the family is concerned. It does not at all follow, because it would be well for women, and men too for that matter, to take a more intelligent interest in politics, that married ladies should go to the polls, and perhaps vote against their husbands. At present, the preservation of the integrity, harmony, and sacredness of the family is more needed than an additional amount of voting, which would not be likely to change the general result. Let these ladies, if they can, teach and convert their husbands at home. But hear the Professor:

I now turn to a side of the question on which Mr. Smith lays very great stress, and of which I am not in the least disposed to underrate the importance—the extension of the suffrage to married women. I do not yield to Mr. Smith, or to any one, in the firmness of my conviction that the family is at the bottom of our existing civilization, and I should, for my part, regard as dearly purchased any gain in material or political well-being which should introduce a jar or weakness into this pivot of our social system. But I believe that to open political life to women, far from being fraught with the disastrous consequences Mr. Smith anticipates, would, taking things in their entire scope, be productive of quite opposite effects. If I were asked to name the principal element of weakness in the family as things now stand, I should have no hesitation in pointing to the want of sufficient subjects of common interest between man and woman. It is owing to this that matrimonial engagements are entered into so rarely on the basis of any broad intellectual sympathy, such as might furnish some security for lasting affection, and so often at the bidding of impulses and fancies that do not outlive the honey-moon; and it is owing to the same cause that so very large a proportion of the lives of most husbands and wives are spent practically apart, with little or no knowledge on the part of either of the objects or aims that engross the greater portion of the other's thoughts and energies. That under such circumstances the marriage-tie is, on the whole, maintained as well as it is, seems rather matter for wonder; and to argue that the introduction of a new source of very profound common interest for husband and wife must of necessity weaken the bond, is, in my opinion, to evince a singular inability to appreciate the real dangers now besetting the institution. It is true, no doubt, that every new subject of common interest for husband and wife must, from the nature of the case, constitute also a new possible occasion for disagreement; but, if this is to be accounted a good reason for excluding women from

politics, they might with equal justice be excluded from literature, from the fine arts, from every thing in which men also take an interest—above all, from religion. The value of these several pursuits as bonds and cements of married life is just in proportion to the degree of common interest which husbands and wives take in them, and just in the same proportion also is the possible danger that they may become the grounds of dissension.—*Popular Science Monthly for November.*

CURIOSITIES OF SPELLING.—The following are some of the curiosities of spelling, selected from sixty papers handed in the last day of an Institute. "It hardly seems possible," says the editor of the place, "that any one who ever read a newspaper, should make such fearful work at spelling. Notice the ingenuity used in *not* spelling the word:"

ALCOHOL.—Alchohal, alchaol, alchol, alchilol, alcohal, alcohl, alchal, alchahol, alcolhol.

BUREAU.—Beauro, beuro, beaurow, beaureau.

DYSPEPSIA.—Dispepia, dyspepsya, dispeptia, dyspeptia.

CROCHET.—Croched, crochay, croshade, crocha, chroecht, crotchet, chrochet, chroquetcha.

DURHAM HILL.—Durun Hill, Duram Hill, Derm Hill, Dirhim Hill, Derum Hill, Dirin Hill, Durhan Hill.

GENESEE.—Jenasee, Genessee, Gennessee.

OTTAWA.—Otowa, Ottoway.

TENNESSEE.—Tennennsee, Tenisee, Tenesee.

TERRIBLE.—Terable, terrable.

RIO JANEIRO.—Rio Jenero, Rio Genaero, Rio Janaira, Rio Jaero, Rio Janero, Rio Jinaro, Rio Janero, Rio Janerio.

MONTEREY.—Monterray, Monteray, Monterie, Montrey, Montery, Montaria, Monterra.

PHYSICIAN.—Physian, phasition, physitian.

KEROSENE.—Kerocien, keaosine, karosene, kersine, kerocene, keroseen, keroscen, keroscene, carocone, keroseen, carosine, kerosine.

We omit to mention the geographical locality of this performance. But for condensed spelling, commend us to the young lady in Leavenworth, who wrote:

"Dere Jon— cometafpastate."

We trust that "Jon" was there at 8:30.

MOTTOES, for the school-room:

"Who does the best he can, does well."

"Better be alone than in bad company."

"Be slow to promise, quick to perform!"

"Think, speak and act the truth!"

"The truly good are the truly happy!"

"As we sow so shall we reap!"

"He liveth long who liveth well!"

"Always ready!"

"I will never be late!"

"By perseverance we overcome difficulties!"

"Strive to please!"

"Learn to wait!"

"Dare to do right!"

"I can, if I will!"

"A fault confessed is half mended!"

DRAWING.—We are indebted to "Ped," in the Waukesha *Freeman*, for articles on Drawing, and shall continue them. They promise to be plain and practical. We do not know who the writer is, but presume the facts stated below had something to do with giving motion to his pen:

The success which has attended the introduction of Drawing into the Public Schools of this city has already drawn the attention of leading educators to this subject, and efforts are being made in different parts of the State to introduce it there. The subject is already systematically taught in the Normal Schools and in the University, and has just been introduced at the Lawrence University at Appleton. County Superintendents are anxious to do something, and some have already been successful. Among the latter we might mention I. N. Stewart, of Waukesha. At the Fall Institute, he engaged Mr. Zimmermann, our Superintendent of Drawing, to give the teachers instruction and such drill as would enable them to commence the work in their schools. Although this instruction was given on a Saturday, nearly all of the teachers remained. Mr. Stewart himself became one of the pupils and worked as enthusiastically as the rest. He promised to assist his teachers to the best of his ability, and we confidently believe that we shall soon see the fruits of the seed sown at that Institute.—*Milwaukee Public School Record.*

QUESTION BOX.—A question box should be found in every school room where pupils of higher grades assemble for instruction. We will give no reason, but will publish some of the most important questions and our way of answering thus far received. "Which is proper, spoonsfull or spoonfulls?" Ans.—Neither. *spoonfuls* is right. "Who is President of the Senate?" Ans.—The Vice President; at the present time Henry Wilson, of Massachusetts, fills that office. "How many words in the English language?" Ans.—About 70,000. "What privileges have members of Congress, and what exceptions?" Ans.—Freedom from arrest, free speech, *back pay*, &c., &c., receiving gifts, holding other offices, etc. Many more are at hand, but enough have been given to show the use made of *our* question box.—*Ed. Column in Palmyra Enterprize.*

THE WORD BOOK.—In Milwaukee the Principals have given an opinion favoring Swinton's Word Book as a speller, and a committee was appointed to report a plan for its use.

MILWAUKEE.—We are in receipt of the first numbers of the "*Public School Record*," a small monthly sheet, devoted to the interests of the schools of the city. It is printed partly in German, and promises to be useful. The October number says that the High School, which is in charge of Prof. S. R. WINCHELL, "was never before so will supplied with rooms and furniture, and particularly with a generous and encouraging public sentiment. We are willing to wait till this sentiment can effect an improvement in our condition, and afford a substantial relief, in *new* rooms, *new* halls, and an entire *new building*." It has graduated 52 young ladies and gentlemen during the past four years.

We notice the following principals are at present among those employed; Quentin School, Louis Hillmantel; Humboldt School, Jacob Wahl; Juneau School, Charles Whittaker; Plankington School, W. H. Richardson; Hadley School, T. B. Brougham; Washington School, J. J. Somers; Department of Drawing, Chas. Zimmerman, Supt.; Department of Music, F. W. H. Priem, Supt. The *Record* is conducted by Principals Winchell and Whittaker.

OSHKOSH.—From a neatly printed Report for the last school year, from Superintendent H. B. Dall, we perceive that in addition to the Principal of the High School and the German Teacher, Mr. Marin, 55 lady teachers are employed. Ten pupils graduated from the High School at last commencement—the same number as in 1873. The Superintendent reports that "the interest manifested in the growth and prosperity of the schools has in no way lessened on the part of the people;" that "visits are more frequent;" also, that in the choice of a successor to the late lamented Prof. Everett, they were fortunate, and that "the work so ably commenced has been well carried forward." Prof. Maltbie was chosen.

The other departments have the same teachers at their head as heretofore, and and "all having a long experience," the condition of things is found very satisfactory.

We are sorry to learn that there is a recent vacancy in the Principalship of the High School.

BUFFALO COUNTY.—Mr. Geo. Harper, in behalf of the committee, sends us a full report of the late Institute at Alma, conducted by Rev. A. O. Wright. "Well did this gentleman," says the report, "by his pleasing manners no less than by his genuine ability as an Institute conductor, justify the high recommendations given him." This institute is the fifth held in the county, and the resolutions, recognizing the services of Mr. Wright, of Mr. Kessinger, the County Superintendent, and of Mr. Dickens of Fountain City, and likewise the kindness of the people of Alma and of the school board, evince a healthful and progressive spirit among the Buffalonian teachers. They are happy in the belief that the "Institute was an entire success," a belief which we share. Supt. Kessinger, by the way, was trained in a German Normal School.

ROCK COUNTY, (2D DISTRICT.)—From the report of the Institute, held at Clinton early in September, which was prepared by H. C. Wood, Secretary, we gather that the exercises were neither dry nor humdrum. The proper method of teaching history; the advantages of Institutes in stirring up the "one horse" teachers and those who merely "keep school;" the use of the dictionary; opening of school; civil government, and cultivation of attention, were subjects discussed in addition to those more commonly brought forward. The Institute was addressed by Hon. Alexander Graham, on the subject, "Technics; or Art Culture a Necessary and Important part of Common School Education," and by Prof. Salisbury, the conductor, on the "Early History of Wisconsin." Though the attendance was not large, "a very interesting and highly profitable session" is reported.

BEAVER DAM.—Under the superintendence of J. J. Dick, Esq., the Public Schools of this city employ, besides the Principal of the High School, Prof. J. A. Miner, ten lady teachers, Miss Fannie L. Mather being in charge of the Senior Grammar, and Miss M. A. Babcock of the Grammar School. The attendance upon the High School is diminished somewhat, we presume, by the presence in the city of the "Wayland University," which is, we believe, now sustained as an academic or preparatory institution only.

MENASHA.—This whilom flourishing village has become a city, and its schools are under the jurisdiction of a city superintendent, the first incumbent being Elbridge Smith, Esq. H. A. Hobart, late superintendent of Winnebago county, is Principal of the High School.

BRODHEAD.—Prof. Twining, Principal, writes; "School is in fine condition. Have now 900 pupils in attendance. Have just finished an article on the Eclipse of the 23d and 24th October." Send along the result, Professor, of your observations.

PALMYRA.—The Principal here now is A. H. Porter, assisted by Misses Morgan, McWilliams and Beament. An educational column is kept up in the *Enterprise*. Palmyra has always been enterprising in school matters.

G. W. CURRIER, at Stoughton, determined to make his school a success, has hired a needed assistant himself. He has also taken a wife. Whether these two facts are convertible, we do not know.

GENEVA LAKE.—We learn that Prof. A. J. Wood, from Michigan, has taken charge of the school in this pleasant village.

THE NORMAL SCHOOLS are being visited by the Committee of the Normal Board, consisting of State Superintendent Searing and Hon. W. H. Chandler. At this writing, (Oct. 28), they are at Oshkosh.

DUNN CO.—In place of W. S. Johnson, who has resigned, and taken the school at New Lisbon, Geo. Shafer, of Menomonie, has been appointed County Superintendent.

J. B. YOCUM, long at Lodi, is Principal at Boscobel.

Hon. J. W. SIMONDS is again State Superintendent in New Hampshire.

MONEY has at last been found to pay the public school teachers in Washington.

MISS JULIA M. THOMAS was one of the instructors in the Minnesota Institutes this fall.

IN Alabama the public schools were closed a year ago, from inability to pay the teachers.

A NEW quarto periodical has appeared at Topeka, to be called the "Kansas School Journal."

SIXTY INSTITUTES were held this year in New York. We have had over forty this fall in Wisconsin.

In Pennsylvania, propositions for compulsory education and State uniformity of text-books have been rejected.

Hon. Newton Bateman, State Superintendent in Illinois, has been elected President of Knox College, which we hope he will decline.

In Iowa, teachers pay a fee for certificates and the State duplicates the amount for a fund to support an annual institute in each county of not less than four weeks.

Prof. A. C. Hopkins is now temporarily State Superintendent in Indiana, vice Hon. M. B. Hopkins, deceased. The county superintendency in that State is threatened.

The Teachers' Association in New Jersey ask the repeal of the law prohibiting corporal punishment; not that they like to punish, but the effect of a law prohibiting the rod is bad.

Supt. Philbrick, of Boston, proposes the establishment of an Institution in Massachusetts for the simple purpose of imparting professional instruction and training to teachers, two thousand of whom are needed yearly, in that State, to keep the corps full, while the four Normal Schools turn out but about four hundred. The idea strikes us an eminently sensible one.

Thou must be true thyself,
  If thou the truth wouldst teach;
Thy soul must overflow, if thou
  Another soul wouldst reach;
It needs the overflowing heart
  To give the lips full speech.
Think truly, and thy thought
  Shall the world's famine feed;
Speak truly, and thy word
  Shall be a fruitful seed;
Live truly, and thy life shall be
  A great and noble creed.

One of the most important rules of the science of manners is an absolute silence in regard to yourself.

EDUCATIONAL JOURNALS.

As we hope every teacher who is able will take at least one publication devoted to education besides our own, we avail ourselves of a notice of several of the best ones by Brother George M. Gage, editor of the *Minnesota Teacher and Journal of Education*, published at St. Paul, at $1.50 a year. Before proceeding to use his notices we must say in justice, that the *Minnesota Teacher* is the very neatest looking and most tastefully printed of all the school journals that come to us. The paper is also a luxury to see and feel. In addition to this, it is edited with much tact and industry, and contains a large amount of useful and interesting matter. It is certainly a credit to our younger and sister state. It commences a new volume with November.

The Pennsylvania School Journal.—With a very large home circulation, probably exceeding by far that of any other magazine of its kind published in the United States, and with an editor fitted by long experience and constant activity for his work, this journal never lowers its tone, but carries monthly to its readers the most and the best reading matter of any of the educationals. $1.50 a year. J. P. Wickersham & Co., Lancaster, Pa.

The National Teacher.—The valuable original papers on educational topics, which find place, from month to month, upon the pages of this magazine, and the judicious and able manner in which its editor does his work, give to it a unique and honored position amongst the magazines for teachers, and render it a pleasing and most useful companion for the progressive teachers of our country. $1.50 a year. E. E. White, editor and publisher, Columbus, Ohio. [The *National Normal*, published in Cincinnati for several years past, is from this time to be merged in the *National Teacher*.]

Wisconsin Journal of Education, organ of the State Teachers' Association and of the Department of Public Instruction. Edward Searing and John B.

Pradt, editors and publishers. No teachers' journal in our country combines more of talent and well directed devotion to the interests of education at home than this does. As the result, the teachers of Wisconsin and others receive monthly an educational magazine which is one of the most tasteful and useful published in America. Madison, Wis., $1.50 a year.

THE INDIANA SCHOOL JOURNAL.—This teachers' journal, which is the organ of the State Teachers' Association and of the Superintendent of Public Instruction, is edited and published by Mr. W. A. Bell, who has for several years past conducted it in a way to render it deservedly very popular. It is eminently the practical teachers' journal of the United States, and we recommend it to young teachers everywhere. W. A. Bell, 8, Journal Building, Indianapolis, Ind. $1.50 a year.

THE NORMAL MONTHLY.—With the September number this journal of education and literature enters upon its second volume. During its first year it has well sustained its early promise of interest and usefulness, and now it is one of the best papers of its class which reach our table. Price now $1 per year; after January 1, 1875, $1.25. Address "Normal Monthly," Millersville, Pa.

THE EDUCATIONAL MONTHLY, a magazine of popular instruction and literature. J. W. Schermerhorn & Co., 14 Bond street, New York. $2 per annum. The trenchant criticisms which, from time to time, appear upon the pages of this magazine, puncturing the thin skin with which it is sought to conceal educational frauds, render this a monthly which ought find a place upon every teacher's table in the United States.

THE MAINE JOURNAL OF EDUCATION, Albro E. Chase, editor. Brown Thurston, publisher, Portland Me. The fact that articles occasionally contributed for the pages of this journal are very extensively copied by the educational journals of the country, sufficiently attests its work and the fidelity with which Mr. Chase is performing his editorial duties ought to commend the *Journal* more than ever to the patronage of teachers at home and abroad. $1.50.

MASSAHUSETTS TEACHER, Prof. B. F. Tweed, editor. Published by Alfred Mudge & Son, 34 School street, Boston, for the Massachusetts Teachers' Association. The *Teacher* has, during the past year, added to its pages a sufficient number to admit monthly a "Vermont Department," thus increasing its field of usefulness, and rendering it in every way a fuller and better magazine. It is the most scholarly and, in some respects, practical of our educational exchanges. Address as above. Terms $1.50 a year.

THE ILLINOIS SCHOOLMASTER, Normal, Ill. Terms, $1.50 a year. In the September number Mr. Aaron Gove, who with Mr. Edwin C. Hewitt as assistant, has caused the *Schoolmaster* greatly to improve during three years past, retires and delivers his Faber, No. 2, to Mr. Cook. The *Schoolmaster* has a good corps of contributors, and is worthy of extensive pattronage. $1.50 a year.

THE NEBRASKA TEACHER, organ of the State Teachers' Association and State Superintendent of Public Instruction. Terms $1.50 a year. C. B. Palmer Beatrice, editor and publisher. We think the teachers and friends of education in Nebraska have good reason to be proud of their home organ. It is well conducted and thould be in the hands of every Nebraska teacher and school officer.

THE NEW YORK SCHOOL JOURNAL.—Subscription price $2.50 a year. Published weekly. William L. Stone and Amos Kellogg, editors, Office No. 17 Warren street, New York. The *Journal* has been recently greatly improved in every respect, and is now one of the most entertaining and practical school papers of which we know. Its columns are alwas open to all educational writers for the discussion of any live subject pertaining to the cause of education. We wish it might be a weekly visitor to every teacher in the land.

THE PENN MONTHLY, devoted to literature, science, art and politics. 506 Wal-

nut street, Philadelphia. Terms $3 a year. Mr. John G. Whittier has well said that this monthly "occupies an honorable place, peculiarly its own, among our periodicals." It is peculiarly suited to the intelligent and thinking portion of the community in furnishing reading matter useful and agreeable to persons of education and refined taste. Its treatment of educational topics is such as to entitle it to the support of progressive teachers everywhere.

BOOK NOTICES, ETC.

SHAW'S NEW HISTORY of English Literature. Prepared on the Basis of "Shaw's Manual," by TRUMAN J. BACKUS, A.M., Professor of English Literature in Vassar College. New York: Sheldon & Co. 494 pp., 12mo.

We were always greatly pleased with Shaw's work, especially with the style, which invested the subject, somewhat apt to be dry, as generally treated, with life and interest. His style was a little involved, however, sometimes. This, Professor Backus has sought to remedy; also, to improve the logical arrangement and to give more variety to the work. He has treated the "old" and "middle English" literatures more fully than Shaw did, assigned more prominent positions to great writers, introduced pithy criticisms by other writers, furnished references to other useful books on the topics considered, omitted mere lumber and has in many respects improved upon the previous work. The finely written sketch of American Literature, by the late H. T. Tuckerman, which was appended to the "Manual," is given here also, with the revision or the author, made in 1870. This adds much to the value and completeness of the book.

THE AMERICAN EDUCATIONAL ANNUAL.—A Cyclopedia or Reference Book for all matters pertaining to Education. Published annually. Vol. I, for 1875. New York: J. W. Schermerhorn & Co. 291 pp., 8vo.

We can concur very readily, so far as we have means of judging, in the opinion of Mr. Charles Warren, Acting Commissioner of Education at Washington, of this work, who pronounces it "clear, generally accurate, well up to date, and conveying a large amount of useful information in forms happily condensed," and thinks "it must prove a welcome manual to all who desire to be concisely informed of our school statistics and state school systems." He says, also, that to some extent it anticipates work on which that office is engaged; that in view of the demands for information as to our state school systems, they have been for some time compiling from school laws a sketch of the educational provisions for each state, intending to incorporate it in the Bureau Report for 1874. The diffusion of such compilations is extremely useful as a means of enabling those concerned in educational matters to make comparisons and to see most readily existing excellencies and defects in our various school systems.

AMERICA NOT DISCOVERED BY COLUMBUS. A Historical Sketch of the Discovery of America by the Norsemen, By R. B. ANDERSON, A. M., of the University of Wisconsin. Chicago; S. C. Griggs & Co. 12mo., 104 pp.

In these days, when it is being shown, (as some think) that Shakspeare did not write Shakspeare, and when the world generally is being turned upside down, we must be prepared for all sorts of startling books. But, in this case, the argument made is not a new one, is ingeniously and fully sustained, and will be read with much interest. We trust the book will have a good sale, and that the young author, himself a Norseman by descent, will be encouraged to write more.

INTRODUCTION TO ALGEBRA. By Prof. E. OLNEY, of the Michigan University. New York: Sheldon & Co. 216 pp., 12mo. Price, $1.00.

A very good second title to this volume would be "Algebra Made Attractive," by which we do not mean made easy. The book itself is attractive, and the treatment of the subject corresponds, being fresh and pleasing, investing the study with real interest for the young mathematician. What is undertaken is well done, and that is simply to furnish a thorough *introduc-*

tion to the science. It must be a dull pupil who is not led by such a book, with a competent teacher, to desire and to seek a fuller knowledge of the subject.

SWINTON'S LANGUAGE PRIMER. New York: Harper & Bros. 102 pp. 12mo.

With the introduction of a new and rational method of teaching language, comes the want of a book like this, except where teachers are skillful enough to do the work orally, and to such it is useful as a manual to follow. Its plan is such that by going through the book the child has been led to construct and combine sentences involving all the parts of speech, and has, unconciously, but really, acquired an elementary knowledge of English grammar. With the Second Book, "Language Lessons," the "School Composition," which is to be the Third, and the "Progressive Grammar," a series is completed, that is rapidly finding its way to favor and helping to revolutionize the whole study of language, much to the pleasure as well as profit of school children.

SILVER CARROLS, a collection of New Music for Schools, etc. By J. H. LESLIE and W. A. OGDEN. Toledo, Ohio: W. W. Whitney. Small Singing Book size.

This little manual is well up with the times. The eye is immediately charmed with the distinct type and clear open page —a great desideratum for the pupil, and aiding much in his progress. The work contains many excellencies, and evidently embodies the results of long experience and careful study. The suggestions of many of the best teachers are embraced in it, and its claims for popularity will be readily acknowledged. Music and words suited to every important occasion in school is furnished.

PART THREE of *Our First Hundred Years*, which is to be completed in twelve monthly parts, and which is published by the United States Publishing Company, 13 University Place, New York, has been received. This work, by M. C. Edwards Lester, increases in interest with each successive number, and promises to be a very valuable contribution to works on American history. We have received Part II., but not Part I. This we would like to see also.

"EVERY SATURDAY," as we learn, is merged in "Littell's Living Age. After an uninterrupted career of more than thirty years, against no inconsiderable amount of competition, the success of *The Liviny Age* is now greater than ever before; and no effort will be spared, the publishers say, to make its future even more acceptable than its past to the reading public. On the first of November, through the arrangement above mentioned, it will again become the only periodical of the country which places before American readers, in cheap and convenient form, and at the same time with satisfactory freshness and completeness, the productions of the ablest foreign authors as contained in the periodical literature of Europe, and especially of Great Britain. It will continue and complete the serials left unfinished in *Every Saturday*, viz., the remarkable story, "Far from the Madding Crowd," by Thomas Hardy, and the "Three Feathers," by the charming writer William Black. Although a higher priced periodical, it will be sent without additional charge to fill out the unexpired subscriptions to *Every Saturday* now on the subscription list of Messrs. H. O. Houghton & Co. The attention of those who have been purchasing *Every Saturday* of booksellers is also respectfully called to *The Living Age* as its only substitute, which though larger in price is proportionally larger in the amount of "the best periodical literature of the world," which it presents. *The Living Age* is published by Littell & Gay, Boston, at $8 a year, postage prepaid.

THE ATLANTIC MONTHLY for November contains Mr. Howell's new novel "A Foregone Conclusion," Mr. H. James Jr.'s "Eugene Pickering," Miss Guernsey's "Miss Georgine's Husband," Mr. Robert Dale Owen's "How I came to Study Spiritual Phenomena," Mark Twain's "A True Story," George Cary

Eggleston's "A Rebel's Recollections; VI. A Little Brief Authority," Dr. Oliver Wendell Holmes's "Sketch of Professor Jeffries Wyman," Charles W. Stoddard's "Behind the Scenes," and Mr. John Fiske's "Athenian and American Life." In verse, Mr. Whittier's "Vesta," Mrs. Thaxter's "Remonstrance," Mr. Rich's "Still Tenanted," and other poems. Also, Mr. Howell's article on Mr. Parkman's Histories and Reviews of American and French Publications, with interesting papers on Art (The Montpensier Collection) and Education. A capital number.

SCRIBNER'S MONTHLY, for November, contains twenty contributed and editorial articles, of great interest, as follows: The Great South, Pictures from Florida, illustrated, Edward King; Making Peace, Poem, Mrs. S. M. B. Piatt; J. T. Trowbridge, with Portrait, John Burroughs; The Story of an Outcast, Hjalmar Hjorth Boyesen; The City of Good-Will, Poem, J. T. Trowbridge; The Miracle of Lourdes, Illustrated, Charles Fairbanks; Mildred in the Library, from "The Mistress of the Manse," Poem, Illustrated, J. G. Holland; The Mysterious Island, Chaps. XIII., XIV., Illustrated, Jules Verne; A Cambodian Ceremony, Ganier d'Abain; Rudder Grange, Frank R. Stockton; Richard Wagner, Franz Hueffer; Dolly, R. H. D.; My Tourmaline, Part I., Saxe Holm; Recollections of Charles Sumner, Second Paper, Arnold Burges Johnson; Topics of the Time; The Old Cabinet; Home and Society; Culture and Progress; Nature and Science; Etchings.

OUR PRINTERS have recently set up a new "Potter Press," which is known among the craft as one of the best. It is a splendid piece of workmanship, and with new type, we now expect our JOURNAL to present in all respects a most creditable appearance. Our printers are prepared to do every kind of work in their line with dispatch and on favorable terms.

TROUBLES spring from idleness, and grievous toils from needless care.—*Franklin.*

NEW "TRIBUNE EXTRAS."

No. XXI. Whitney, Higginson, Elliott, Lovering, Le Conte, Marsh, Hunt, etc., etc.

No. XXII. Bayard Taylor. (Letters from Egypt and Iceland, in sheet form only.)

No. XXIII. Tyndall, Huxley, Owen, McCosh.

Price by mail, postpaid, in sheet form, 10 cents each; in *Pamphlet*, 10 cents.

FIFTEEN EXTRAS FOR $1.00.

Send for full catalogue, with contents of each number. Address

THE TRIBUNE, New-York.

JUST OUT.—THE KING OF DAY SCHOOL BOOKS,

SILVER CAROLS

BY W. A. OGDEN AND J. H. LESLIE,

The Best, Handsomest and Most Practical Music Book for Day Schools Ever Written; Suited for Every Occasion in School.

It Contains 160 *Pages.*

A Theoretical Department, short, simple and practical.

A Collection of Songs for general use in the School Room, which are bright, lively and cheerful.

A Song and Chorus Department of Sparkling Melodies for special occasions, and the home circle.

A Collection of Rounds, cheerful and entertaining.

With other departments, making it the **Best Singing Book** for Day Schools, Singing Classes and the Home, ever published.

W. W. WHITNEY, Publisher, Toledo, O.

Price, 50 cts. per copy; $5.00 per dozen. The style and make-up of the book will speak for itself. Specimen pages sent by mail free.

A NEW ARTICLE OF

STATIONERY

Soft, strong, white paper, put up in packages of one hundred sheets, firmly bound; most convenient for pencil writing; slate is dispensed with; fine paper saved. Samples by mail, prepaid, 20 cents each. **AGENTS WANTED** on liberal terms. Address **T. D. PLUMB, Jr.**, Madison, Wis.

EDUCATIONAL and COLLEGE LIST.

Only List, of the kind, published in the United States. For ADVERTISING RATES, send to

T. D. KELLOGG,

General Advertising Agent and Printers' Supplies, 5 BEEKMAN ST., N. Y. ☞ P. O. BOX 5,740.

School Teacher!

You can double your salary by selling "**The Centennial Gazetteer of the United States,**" evenings, Saturdays and during vacation. The book contains information of great value to yourself, your pupils and their parents. For particulars, address ZIEGLER & McCURDY, Chicago, Ill.

PHRENOLOGY. How to Learn it. Send stamp for circular to SAM'L B. WELLS, 389 Broadway, N. Y.

The MEDAL FOR MERIT was awarded the Eclectic Educational Series at the VIENNA WORLD'S EXPOSITION, 1873.

THE BEST AND CHEAPEST

ECLECTIC

EDUCATIONAL SERIES

McGuffey's Speller
McGuffey's Readers
Ray's Arithmetics
White's Arithmetics
Harvey's Grammars
Eclectic Geographies
Eclectic Penmanship
Venable's History

☞ *Send for Catalogue of these and other Text-Books.*

WILSON, HINKLE & CO.
CINCINNATI : NEW YORK

"WILSON, HINKLE & CO. are counted the largest Educational House in the Trade."—New York Evening Mail.

NOW READY:

By the Author of Norton's Natural Philosophy.

THE ELEMENTS OF PHYSICS. For Academies and Common Schools. By SIDNEY A. NORTON, A. M. 286 pp. Sample Copy by mail, postpaid, for examination with a view to introduction into schools, 84 cents. Supplies for first introduction into schools, 84 cents per copy.

The object of this book is not merely to give a systematic and symmetrical epitome of the Science, but so to present each topic that the pupil shall receive, from the first, clear, accurate and scientific ideas.

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

NOW READY:

KEY TO SCHUYLER'S COMPLETE ALGEBRA. $1.25.

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

NOW READY:

ECLECTIC COPY-BOOK COVERS. 20 cents per dozen for first introduction into schools.

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

IMPORTANT NEW PUBLICATIONS:

THALHEIMER'S MEDIÆVAL AND MODERN HISTORY, VENABLE'S AMATEUR ACTOR, DUFFET'S FRENCH METHOD, HAILMAN'S LECTURES ON THE HISTORY OF PEDAGOGY, ANDREWS' MANUAL OF THE CONSTITUTION, GOW'S MORALS AND MANNERS, &c., &c.

☞ *Send for Descriptive Circulars and Price List.*

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

WISCONSIN

JOURNAL OF EDUCATION.

VOL. IV. DECEMBER, 1874. No. XII.

Self-Discipline, as Means and End of Education.

BY A. L. CHAPIN, D. D, PREST. BELOIT COL.

(Lecture before the State Teachers' Association, on Thursday, July 16, 1874.)

There is a simple, but profound philosophy underlying our subject, which should be briefly noticed in the outset. Whatever objections may be urged against that theory of "evolution," which would make the highest style of man only a monkey developed, there can be no question that the growth of the individual man from infancy to complete manhood is directed by a law of *development*, simple and uniform. All organic life begins with the germs only of the being that is to be. All growth is the simple unfolding of hidden functions, unrevealed capacities wrapped up in those germs.

The conditions of the unfolding process are different in the several departments of organic life. For we will not now trouble ourselves with the question whether or not all life may in the last analysis be resolved into a single element. Leaving that question to be settled, if it may be, by future scientific research, we take things as they are, in the well defined distinctions of vegetable life, animal life, and rational life. Now we observe that throughout the vegetable kingdom the process of growth is, to all appearance, entirely *involuntary*. On the very organization of the seed, in any case, there is stamped a law of its life, which demands that certain conditions be adjusted to it, for the unfolding of that life; and through all the stages of its growth, the plant is passive, dependent on agencies outside of itself to meet the conditions of its development. The seed dropped into the crevice of the rock does wonders with the little which it finds to feed on, but some soil and moisture must be furnished, or it can do nothing. The plant growing in the cellar stretches away toward the distant light, but the gleam of light must be admitted first. The root may push its way many feet under ground to reach the water that it needs, but it is led on every inch by the moisture ministered on that side. The self-movement of the sensitive plant comes only as a response to the external touch. All the modifications and varieties of of flowers and fruit produced by man's contrivance only confirm this *involuntariness* as the leading characteristic of the process by which the germs of vegetable life are unfolded.

In the animal kingdom life begins and goes on with something of this passive dependence. But very soon appears, inherent in the being itself, a spring of voluntary action, a power of choice within a certain range, a spirit of independence, within defined bounds. The animal thinks for himself, understands to some extent the conditions of his own being, and goes out under impulses that start within himself to fulfill the conditions. So a self-directing power combines with external

agencies to direct the unfolding of his capacities, and for that reason they rise and expand away beyond anything we see in the unfolding of plant life. We recognize this as a higher order of being. To this leading characteristic of animal life we give the name of *instinct*. Yet it is not perfect freedom, complete independence. These instinctive impulses are confined to a comparatively narrow range, and beyond that range are inflexible, invariable. There is a bound beyond which they cannot advance the development. Like all the physical conditions of the being, these instincts are restricted by the prescribed law of life, and the action put forth is, after all, a kind of passive following of the prescription of nature. Man may lay hold on these instincts to secure a higher development in certain lines than could otherwise be attained. The horse may catch the spirit of his master, and under that impulse do far more than he would under any promptings of his own. But, so far as we can see, it is with no conscious aim at self-improvement. No such thing as self-discipline seems predicable of the animal.

We turn now to the domain of rational life, and make mankind our study. Here we find that with respect to certain functions, the germs of life in man make an involuntary growth, like that of plants. With respect to certain other capacities, there is an instinctive development like that of the lower animals. But in neither respect is the growth strong and vigorous as in the other spheres. Whatever goes on in these ways is incidental, subordinate to a new principle. Here not only are the germs of life larger, enfolding more and higher properties, but the law of the unfolding of the germs is in a manner, throughout, self-regulating by the presence of an all controlling will-power. There is in every man a power of choice, the action of which begins very early and is the first sign of that rational element we call the soul. It qualifies and modifies all the subsequent growth more or less. It is the element of personality, and is with every one, determinative of the measure of his manhood. Though it does not clothe him with absolute independence, yet in a sense and to a degree, all the functions and capacities of his nature are subject to his own will. In respect to all that distinguishes him from the lower order of creation the processes of his growth are voluntary. He may, to a very great extent, make or mar himself. This makes him, as no other creature is, capable of self-discipline, and self discipline means the exercise of a man's own will-power over the processes of his own development.

Now if I rightly apprehend it, the term "education" is properly applicable only to beings that are capable of self-discipline. Plants are improved by culture, animals are improved by training. So far as men partake of the nature of vegetables and of animals, culture and training may subserve their improvement. But their highest development into proper manhood goes on by processes of education peculiar to them. The rational soul unfolds its own germs, draws out its own capacities by a will of its own, and for cherished purposes of its own. It may avail itself of external helps, and it may be stimulated by external appliances, but the vital educating force is the will power of the soul itself. Nothing is properly education which does not grow mainly under that force. A consciousness of capacity and a will to exercise and unfold the capacity, are prime essentials of the whole process. We talk about self-educated men as a class distinct from other educated men, but in reality every man that is educated at all, is self-educated. External circumstances may be in different cases favorable or unfavorable, encouraging or discouraging to the exertion of the will for self-improvement, but the result is attained always in the same way. There is no dispensing with that force. Only, to the greater will-power that overcomes special obstacles, we cheerfully and justly accord special merit. The process of education involves the imparting and the receiving of knowledge; for truth is what the soul feeds on and grows by: but this giving and getting knowledge is not the main thing.

One's mind may be stuffed till it is as full as an encyclopœdia, and the man's real education will be hindered rather than helped thereby; his real manhood will be weakened instead of being strengthened, just as a man who makes a beer-barrel of his body debilitates all its tissues by bloating them. The teacher is called an educator, but he is properly so-called, only as he touches the springs of life in the soul of his pupil to wake the will power there, and give it direction and steadiness of application towards this end of self-development. The fundamental idea cannot be too strongly emphasized, that *education is self development, of which the efficient force is a man's own will.*

If these things are so, if this philosophy is sound, it follows as a necessary consequence that whatever is employed as a means of education must touch that inner spring, the will-power, and will work genuine results only by inducing through it, self-discipline. This statement will be best confirmed by illustration. At West Point, not long ago, I was much interested in watching the process of "*setting up*" the new cadets, as it is termed, that is the physical exercise with which the education of the young soldier begins. Each new recruit is put under the charge of a cadet of the previous class, and for two or three hours each day, is required by word of command to go through an almost endless variety of bodily motions. At first sight, everything in the process seemed unnatural and awkward. Whatever of natural grace a man had must be laid aside, that he might come under an artificial constraint. The attitudes were stiff—the motions angular, and the steps ungainly. But as I studied the matter more closely and carefully, it appeared plain that the real intent of the whole process was just to bring the man's will to bear directly on every nerve and cord and muscle of that body, till its control was complete over the whole. It was in other words, self-discipline applied to physical education, and in the upper classes the result appeared. That will-power over the action of every part of the body had grown into a habit of manly, graceful bearing, a power of endurance and a skill in evolutions, almost perfect.

In a primary school, I watched a class just learning to read, under an apt teacher. It was a slow, hard, painful process; but to me exceedingly interesting. The inner working of each mind was clearly revealed. In each one, there was evident a will-power, strong or weak, determined or wavering, struggling to control those simple intellectual faculties, attention, perception, memory, association, for the apprehension of a thought through the printed character. It was simple self-discipline applied to intellectual education, and when a little one stumbled and stuck, the teacher was too wise to spoil the effort by doing the work for the pupil. She spoke a cheering word to sustain the developing will, or dropped a hint to direct the effort, till the victory was won and the little face glowed with the sweet consciousness of capacity enlarged. The principle is beautifully illustrated by that incident reported of Agassiz, when a youth came to take lessons in Natural History, and he brought out a fish, and just bade him look at it and record what he saw. What could the professor's own lectures have done for the education of that young man, compared with the effect of that two hours of sustained will-power in the self-discipline of his faculty of observation? And Sir Isaac Newton told the whole story, when being asked what was the secret of his intellectual powers, he replied, "I know not that I differ from other men unless it be in the power of holding my mind to a more steady and continuous attention to the subject before me"—a simple will-power exercised in self-discipline.

For another illustration, I cannot do better than to quote a passage from Curtins's History of Greece. Speaking of Socrates, as a teacher, he says:

"He incidentally attached the thread of his discourse to the most insignificant objects of daily life; by a series of simple questions, he endeavored to arouse an impulse towards serious and independent thought, which seized upon the whole mind, for the first time opened to his youthful companions the depths of the life of their own souls, and awakened a movement full of anticipa-

tions of truth, and not devoid of pain—a movement which they were themselves unable either to comprehend or to command, and which he compared to the throes of labor preceding the unfolding of a new life; and he, therefore, himself desired to be nothing but the man-midwife, in order to deliver the germs of the Divine existing in the human breast from the forces obstructing them, and to bring these germs forth to light."

Such was the process of self-discipline, guided by a wise teacher, in its application to moral education. Its legitimate fruits appeared in his noble pupil, Plato. It almost succeeded in lifting that gifted youth, the brilliant, but reckless, Alcibiades, out of the intoxicating fumes of sensuality, and in persuading him to renounce himself, to accept the principles of Socratic virtue and abide by them, and so became another man, true to himself and true to the State. But, alas, for him and for Athens, the correcting influence came too late—the forces of that self-indulgent will were already too strongly set for evil.

In the yet higher department of spiritual, religious education, the principle is fully illustrated by Him, who came from God, a teacher—the Great Teacher, Jesus, the Christ. As he went about doing good, his one aim was to drop into the souls with whom he came in contact, seeds of living truth, which should kindle aspirations after the veritable *summum bonum*, and set them on that self-discipline which should crown the education of beings made in the image of God, by drawing out, as through a new birth, the God-like capacities of their nature, the germs of the spiritual, the immortal, the holy. The whole philosophy of education is embodied in his striking paradox, "He that findeth his life shall lose it, and he that loseth his life for my sake shall find it." That great problem which he came to solve, the salvation of the soul and the redemption of the world, turned not on any body of doctrines to be held as a creed, not on any outward observances of worship and church order, not on a mere perfunctory obedience to a prescribed code of morals, but on just that sustained self-discipline which gives to the sanctified free will of every man in its due ascendency for the development in fit proportion of all his capacities, so that under self-prescribed law, the royal law of love, his whole being is held in fellowship and union with God, and the feeling of subjection is lost in the consciousness of complete harmony between the created will and the will supreme of the Creator.

There is an educating power of great value in this self-discipline applied in either of the directions indicated, and what is done in one department is a help to all the others. The intellect works better for the bodily discipline, and the moral and religious development goes on more surely and healthily for all expansion of the mental faculties. But the full benefit of self-discipline, as a means of education is realized only when the principle is applied all around, for the symmetrical development of the whole man. There is a serious fault in the education, if this self-discipline is neglected in any department and the fault is greater when the higher powers of our nature are neglected. When genius spurns the restraints of morality and religion, it must work only mischief to the world and ruin to itself. A complete education is attained only by bringing the body and the intellect, and the conscience and the religious affinities, through self-discipline applied to each, all out in full development, all down in balanced subjection to the will as formed by the unfolding of all, yet supreme in the mastery of all.

But we are to speak of self-discipline also as an *end* of education. A few words on this part of our subject must suffice. The key to the whole matter here, lies in two simple facts; first, that every effort in self-discipline brings, as its fruit, self-possession—that is, some real command of the faculties exercised; and second, that there is no definable limit to the unfolding of those capacities with which rational creatures are endowed. A limit is soon reached in the development of the physical powers, but the soul has before it an endless progression. We can have now, no distinct conception of an absolute, finished development of a human soul. In our idea of God, we try to define to

ourselves something of the sort—to conceive of a being complete in absolute fullness of perfection of every attribute, but we can do this only in the way of negation, denying to Him the limitations of which we are conscious and the growth which is the evidence and the ever recurring consequence of our soul life. The idea, as pertains to deity, is, after all, exceedingly vague. For ourselves, because we cannot measure the possibilities of our future development, there is no ultimate end of being which we can contemplate except this *growth*—unbounded, eternal, this never-ending process of education, made freer and grander at every stage. So, as I said, the self-discipline which advances the education one step is self-possession—conscious power for a next step, stronger and longer, in the line of that progress whose end no created eye has seen. Hence, what we ought to hold in view, in all the processes of education, is not rest, stagnation, the cessation of effort, absorption into the repose of Brahm,—the furthest possible from anything of that kind,—it is rather the steady accumulation of power for accelerated movement. Thus the means and end of education are ever running into each other—self-discipline yielding self-possession, and this, in turn becoming new power for self-discipline.

But we may contemplate the end of education in another relation, as it has to do with the welfare of society, the stability of the State. Studying the matter in this light, we reach the same conclusion. For society is but the aggregation of individual personalities; it is *men* that make the state. A despotism that holds its subjects in the condition of a flock of sheep is not properly an organization of human society—it cannot fitly be called a state. Some freedom of individual wills is essential to human society, and the more of it in consistency with a well-ordered organization, the better. And the State is but the aggregate of those individual wills represented by some legitimate authority, and maintained by some form of self-imposed law. Hence the character of society, the peace and security of society, the stability and power of the State are determined by the quality of the component elements, those individual wills; whatever tends to fit them in their separate capacity, for a balanced self-government, inures at once to the highest advantage of the social and civil organization, strengthening all the bands of government and at the same time enlarging the scope of personal freedom. Need I say that towards this, the self-discipline of which I have been speaking contributes most directly?

I owe you an apology, fellow-teachers; I did not mean that this paper should deal so much in abstractions. Yet, it is perhaps as well that it comes out in this form. My aim will be accomplished if it shall prompt to some earnest thinking on these lines of thought. How the principles touch at many points of practical application, all our work as teachers, will, I think, be obvious to every reflecting mind. I will, in closing, name only two things which seem to me of special importance. The first is that our daily work opens to us a field of study which, if traversed aright, will yield much to relieve the contracting influence of a routine of small duties. We need to watch not so much the amount of knowledge which our pupils gain, as the way they get it and what they are doing with it. In studying these things, we enter the domain of pure philosophy on which our souls cannot but expand themselves, and, at the same time, our inventive faculties are quickened to devise ways and means to touch the springs of life in young souls, and we are disciplining ourselves to power for influence.

The other thought has respect to the best methods of instruction. The criterion in every case is not what will make tasks easy, what will bring the greatest amount of instruction into a given hour, but what will best engage and sustain the pupil's self-discipline in the mastery of the task, what will give him the completest possession and command of the knowledge gained, be it little or much. Something besides a servile dependence on text-books, or a recitation in which the teacher does the principal part, or the

mere catching and giving back the thoughts of an oral lecture will surely be required. Just what it shall be, must be determined often by the quick judgment of the living teacher on the instant, for the occasion.

ETYMOLOGY AS A MEANS OF EDUCATION.

BY PROF. J. B. FEULING, STATE UNIVERSITY.

(Paper read before the State Teachers' Association, July 17.)

The Natural Sciences are usually considered the chief means of cultivating habits of careful observation and cautious inference, and therefore they should occupy in the educational curriculum a more prominent place than the study of languages. It is not my object to shew the fallacy of this view, and with regard to the number of respectable schools which are holding it at the present day, I will only say, in the name of my confreres that trusting in the strength of our position, we can abide our time. But that part of the study of language which forms the foundation of linguistic research, Etymology, which enquires into the origin of words, and the laws of transformation, was considered hardly one generation ago (and the effects are still felt) as a mere pastime of the curious, who delighted in wild guesses and arbitrary comparisons. There was, unfortunately, ample reason for such a contemptuous estimation, for if we would gather all the absurd etymologies from Plato's Cratylus, Varro and Quinctilian to Wedgwood's Etymological Dictionary of the English Language, they would form a Chimborazo of learned dreams and illusions. To these etymological failures, due to hasty and superficial comparison, has succeeded in our day the great success of scientific etymology, which instead of studying words from the outside, dissects them, reduces them to their elements—*i. e.*, their letters, observes their origin and the manner of their permutation. And the study of ancient and modern languages is no longer a mere memorizing of an incongruous mass of rules and words and phrases, but a penetration into the nature and development of the thoughts of other nations. But I could be easily contradicted, if I should assert that the scholarly spirit which has raised Etymology to the dignity of Science, has permeated and quickened all teachers of languages. We are still suffering from the mechanical drill of the last generation; and as the profession of law has its pettifoggers and creatures of nepotism,—so has the profession of teaching a similar retinue of parasites, who are the real enemies of higher culture, not so much by what they do, as by what they neglect to do.

It seems as if Scientific Etymology could yield its fruits only in the study of several cognate languages; so that the larger number of pupils who never learn a foreign language, would be deprived of the discipline which is to be derived from Etymology. I hope I shall not be misunderstood in saying that a "classical education" is not essential to a knowledge of English, but that a correct system of analysis will reduce the essential part of the English vocabulary to a few hundred roots, which have been enlarged by formative elements, in which each vowel and consonant performs a definite and ascertainable function. In considering the three factors of Etymology: Phonetics, History, Comparison,—I shall endeavor to show briefly how each of them may be cultivated in the earliest instruction in the mother-tongue by the judicious teacher. When a child commences to learn its letters, conventional signs employed to represent sounds,—it can easily be shown how the voice and organs of speech are employed. Any child of average intelligence may be taught how sounds are produced by the human voice and how the articulating organs, the tongue, the cavity of the fauces, the lips, teeth and palate and cavity of the nostrils, produce the various vowels and consonants that make up the spoken alphabet. Thus the classification of letters will be readily understood and remembered, if the pupil is conscious of the part which the organs of speech are playing. And later, in the study of Latin and Greek, the euphonic laws of vowels and consonants, which depend not on the ear, but on the mouth.

will be easily comprehended, while they will be learned only by heart but never comprehended, by those who know nothing of the physiology of the alphabet. But if the pupil should never approach a foreign language, he will understand why we use a *b* in number, but not in numerous,—a *d* in *gender*, but not in *genus* or *generous*. He will understand why in the words: affect, aggrieve, alleviate, ammunition, announce, appear, arrive, assist, attend, etc., the *d* of ad as in adhere, address, etc., undergoes such proteus-like changes. I know from observation that a mere knowledge of Latin does not help a student to apprehend these euphonic changes. I found many very intelligent young men who had finished their classical education, as they say, who were at a loss in analyzing and explaining similar phenomena in Latin or Greek.

After the pupil has mastered the spoken alphabet on this plan, the teacher may proceed by showing which organs are used and how they are at play, in the pronunciation of easy words. He may let them pronounce familiar words and ask them to name the organs and describe the configuration of the mouth in speaking these words. Then the teacher may ask them to draw up lists of words, in which certain organs of speech must be at play. It will readily be seen what an excellent means of teaching correct habits of observation such instruction be made, and how it will assist Orthoepy and Orthography.

The most interesting instruction can be added by the ingenious teacher by proper attention to the HISTORY of words, which is the second factor of Etymology. By the history of a word I understand a description of its original meaning and subsequent ideal or internal changes. As far as the original meaning is concerned the youngest pupil may be interested and receive vivid word-pictures, never to be forgotten. For instance if a pupil is told that the sprightly animal which we call *squirrel*, is so named from its habit of shading or protecting itself with its tail, or that a certain mineral called *crystal*, means frozen water or *ice*, etc., how vivid and transparent become such words, which before were lifeless and unmeaning. It will depend on the advancement and ability of the pupil, when his attention should be called to the development and different meanings in the same word. Although the youngest may be told, that minute, the 60th part of the hour, *minute*, a very small particle, and the minutes of a proceeding are the same words, or that the large number of meanings that cluster around the word post, proceed from the same original idea, only older pupils will be able to find the logical thread which connects such words.

The history of words will naturally lead to comparison, which may take place in the study of a single language as well as in several, and in many instances the comparing of words leads to their history. These three factors of Etymology: Phonetics, History and Comparison, are like a magic wand with which you may open an inexhaustible spring of interesting and important information, and may change Grammar, such a dreary desert for the young, into a gladsome garden full of alluring fruits of knowledge.

Such a system will secure eminent success in the study of the vernacular and afterwards in that of cognate languages; it will lead from the kindred to the foreign, from the known to the unknown, and thus change a mechanical cramming of languages into a scientific study. While the loose and desultory method of studying a language will become a most tedious and discouraging drudgery,—the new system as developed by Comparative Philology will give the student a strong grasp from the start and keep his interest alive from day to day, by the constant appeals it makes to his judgment and self-activity. Howard Crosby said one day: Lazy and ignorant teachers, whose name is legion, will prefer the old method. It is so easy to say, "Here, learn that page," instead of going ahead of the boys and showing them the way. My friends, let us always be ahead of the boys and deserve the title of teacher, which means a person, who *shows*, *recta via!*

It would lead me beyond the limits of this paper, to show how beautifully the knowledge of foreign languages, ancient or modern, will be built up on such a foundation of the vernacular. I will only briefly add, in conclusion, that Etymology may be made a means of discipline not only in language-lessons, but in all departments whose instrument is *language*, and especially in Geography, History and Ethnology. Isaac Taylor in his work, "Words and Places," which I would recommend to every teacher as a "vade mecum," says of the Geographical Etymology of America: "By means of the names upon the map, we may trace the whole history of the successive stages by which the white men have spread themselves over the western world. We may discover the dates at which the several settlements were founded, we may assign to each of the nations of Europe its proper share in the work of colonization, and, lastly, we may recover the names of the adventurous captains who led their little bands of daring followers to conquer the wilderness from nature, or from savage tribes."

Indeed, local names are the beacon-lights of primeval history. As an eloquent writer has observed, "Mountains and rivers still murmur the voices of nations long denationalized or extirpated." Their names supply us with information about nations that have left no pyramids, no temples, no mounds, which quite often throw less light on bygone times than a single name.

HOW TO TEACH READING.

Reading should not be taught for the sole purpose of accumulating the bare facts set forth in the text books, but for the purpose of securing a good and systematic method of acquiring a certain kind of valuable knowledge. It is the imperative duty of every teacher to adopt the best plan of opening this channel through which the mind is to be supplied in after years. Hence, to teach this important branch, and teach it well, involves no little labor on the part of the teacher.

In offering the simple plan which follows, it is unnecessary to call attention to the fact that no great claim is laid to originality. A teacher learns not only from his own experience, but often from the experience of others. It is our own observation and experience which induce us to present the following suggestions as to a method of teaching reading.

After the pupils have finished the First Reader, lessons should be assigned some time previous to recitation, so that they may have an opportunity of becoming familiar with the words of the lesson In recitation the attention of pupils should be continually directed to the spelling, pronunciation and definition of the principal words, also to the ideas contained in the several sentences and paragraphs, and finally, the pupils should be required to give a synopsis of the whole lesson. The form and derivation of words should receive much attention as the pupil advances.

No prescribed plan for calling upon pupils in recitation should be adopted, except to see that all are reached before the class is dismissed.

By carefully and diligently pursuing this plan, with all the variations in manner of conducting recitation, of which it is susceptible, we will be able to cultivate in pupils habits of accurate observation, attention and reflection, and thus lay the foundation upon which rests nearly the whole fabric of education.—*Milwaukee School Record.*

Teaching in Accordance with the Laws of Mental Science.

THE LAW OF SYMPATHY.

In order to teach with success we must know the laws which govern the human mind. It is my purpose to speak of some methods which seem to be in accordance with the teachings of mental philosophy, and which for that reason I have adopted. First, in regard to what may be called the law of sympathy.

The first requisite for the teacher is an interest, and if possible, an enthusiasm before the class. The pupils will sympathize with the teacher in his moods. If he is dull and listless, the class will be like him. If he is animated and earnest,

the pupil catches his spirit. Actors and orators know that an audience catches every feeling of their own, if it is real, or a well executed counterfeit of reality. Hard, earnest work in the class will make a diligent school. A quarrelsome teacher will always have quarrelsome scholars.

To wake up dull ones, get them to thinking on any topic, no matter if remote from the lesson, and after they have become interested and thoughtful on any one topic, they can be induced more easily to think on any other.

INCENTIVES TO STUDY.

If it is a good incentive to study, to let each class understand that any lesson or topic assigned it to be learned before the close of school. This can be enforced in almost any branch, in a simple way. If a class or scholar fails upon the whole or part of a history lesson, for instance, let him step to the blackboard and copy it verbatim. If there are several, have others use a slate. Thus a gentle reproof is conveyed, while the lesson is learned. If one rises to recite a topic, for instance in physiology, and evidently has not studied it, do not, above all things, help him, and give him a chance to say to you as he sits down, "You have my idea." Let him fail and call another to recite it. Few will study well, if they can by standing up, hear the teacher recite their parts. Few will enjoy a flat failure, and writing out the lesson afterwards. Suggest topics rather than ask long leading questions, which only require a yes or no. Reprove a pupil who recites the exact words of the text-books, except, perhaps, in cases where mathematical formulæ are to be learned. The faculty of expression I find, needs cultivation quite as much as the faculty of thought. We remember what we can put in language of our own choice, different from that in which it was clothed when we read it. H. S. B.

RIVER FALLS INSTITUTE, Nov., 1874.

TEACHING lays under contribution all science and all art in working out the grandest end that human conception ever realized—the perfection of the race.

ADDRESS OF SCHOOL BOARD TO PARENTS.

[The following timely suggestions were addressed by the School Board to the Parents and Guardians of Children in School District No. 1, First Ward, of the City of Eau Claire. The address was sent to us by T. E. Randall, Esq., District Clerk.—EDS.]:

With a view to the welfare and better attendance of your children at the schools in said district, we, the School Board, desire most earnestly to call your attention to the following statement:

At very great expense the district has erected a house for the graded school as capacious, convenient and elegant as any in the city, and the Board has been unremitting in its efforts to secure the best teachers in the state to take charge of the several departments for the ensuing year; but no amount of exertion on our part or on the part of teachers will build up the school, or develop the minds of your children in the various branches of learning so essential to every American citizen, without a corresponding effort on your part, and on the part of yonr children.

Children will not, cannot learn and become good scholars unless they are sent unremittingly to school, and the best teachers are powerless to instruct without the co-operation of parents, and the assiduous attention of their pupils.

The crowning glory of our republican government is our free schools, and of all the institutions fostered and cherished by our country, no others have deserved or received so much attention from the wisest and best statesmen, and philanthropists, or conferred such signal benefits upon the masses, as our system of common schools. Supported as they mostly are, by taxes levied upon the taxable property of the district, and voted by the free suffrages of the people, the bachelor rolling in wealth, and the corporation hoarding its sordid millions are taxed to help educate the poor man's children. A leveling process having this significant advantage: it levels up, lifts up the lowly, raises the ignorant and dejected, and enables the humblest individ-

ual to feel that he is the peer of the richest and highest in the land.

Impartial in its demands upon the property and earnings of the entire people, this system is equally impartial in the distribution of its blessings. Some of you may, perhaps, entertain the idea that the text-books and course of studies adopted in this school inveigh against your cherished religious convictions, but nothing can be farther from the intent and scope of the law which calls this system into being, or its administration in this school. Others there may be who look with distrust upon all instruction not identified with their peculiar religious views, and would prefer to send their children to schools devoted exclusively to their religious interests. To all such we would say, the law invades no private rights, and we do respectfully, yet earnestly request you to consider that while the fireside, the Sabbath School, the Chapel and the Church, are subjected to no legal dictation in things sacred, the religious development of your children cannot reasonably be endangered by their attendance at a school in which the instruction is strictly secular—instruction that every child needs to prepare him or her for the duties of life, and to discharge their duties as citizens of a free country, and which it is the special object of the common school system to confer. Parents and guardians of the children of this district, this school with all its advantages is yours; the children entrusted to your care will approve or condemn your action, as you shall avail yourselves of these blessings for their benefit, or withhold them to their loss. Let not prejudice or indifference deprive your children of so munificent a provisien for their future welfare. There is no good reason why our schooi should not vie with its sister schools in this city in its standard of excellence and usefulness. We have as good a house, the means to support it is here, in profusion, our teachers rank high among the educators of the state, and only a culpable disregard of our children's highest good in neglecting to send them, or their own apathy and inattention, stand in the way of its attaining a high grade amongst the schools of the land, a school of which we may all feel proud, and that our children, in after years, will remember with pride and bless the day when they entered its portals.

Let us remember that "time once passed, never returns," and that now in the happy, halcyon days of youth the minds of the children intrusted to our care, should be stored with useful knowledge, that shall lay the foundation for a life of usefulness, blessing and happiness, for themselves and the community. Lives that will make the world better for their having lived in it, and living monuments of the beneficence and glory of our schools.

Children of this school district! You who have attained the responsible age when you can think and reason for yourselves, give this school and its lessons your undivided attention and best endeavors, and remember that place and power, and honorable distinction among men, are all within your reach, if you are only true to yourselves now, when the fervor and versatilily of your plastic minds enable you to grasp rapidly the knowledge so essential in after years, to secure to you the blessings of life and to discharge your duties as citizens and useful members of society.

DRAWING IN THE DISTRICT SCHOOLS.

BY "PED," WAUKESHA.

Let us suppose the school to be supplied with the materials described in the last paper. What shall be the first lesson? Not a copy of a dog, house or horse. Nothing difficult as a bureau, chair or table. Anything of the kind would soon discourage more than half the scholars and perhaps engender a dislike for the study in nearly all.

First let the teacher draw, upon the blackboard a straight line and then ask the question: "What do you see on the board?" First pupil says: "A stroke;" a second says, "a chalk mark;" another, "a line." Teacher—"Line is correct, but this is also a line," putting a curved line

upon the board, "How would you name these two lines so that the difference may be known by the name?" Pupil—"One is a straight line." Teacher—"What do you call the other?" Pupil—"A bent line," "a crooked line," "a curved line." Teacher—"Curved line is the best name. In drawing, we make use of both kinds of lines, curved and straight." Pointing to a table, window, door, or some object whose edges are staight, he continues: "If you were to draw this what kind of lines would you use?" Pupil—"Straight lines." Teacher—"Name some things in drawing which straight lines would be needed." Pupil—"Houses, barns, picket-fence, slate, blackboard."

Teacher—"You say that these things must be drawn with straight lines. Make a straight line upon your paper or slates."

The slates and papers upon examination reveal the fact that not one student has drawn a *straight* line. This should furnish an excellent point for the teacher who remarks upon it: "You say such and such objects should be drawn with straight lines. Not one of you has drawn lines quite straight and many have drawn very crooked lines. If you cannot do this you will certainly not be able to draw any one of these things even if I were to place an exact likeness of it on the board. You must then learn first to draw lines at least tolerably straight before you attempt to represent an object with many straight lines in it as this table or that window.

You have mentioned many things whose sides and edges are straight, there are thousands more, in fact you will find upon trial that this one difficulty will prevent you from succeeding in this useful study unless you overcome it by patient and diligent practice. Our first work then will be the straight line, but we shall find there is much to learn about this seemingly simple thing. Now you may take pencils, place your books with the edges parallel to the edge of the desk. Commence at the left hand upper corner page and draw what you see me place upon the board, with this difference: The lines I draw will be one foot in length while you must draw them only an inch.

It is a good plan for the teacher to place in each book and on each slate, near the upper margin, a line one inch long. This, however, should be done before the exercise commences. It will not require repeating more than once or twice as the scholars will soon learn to judge with remarkable accuracy of the length of an inch. The scholars should from time to time have their attention directed to the length of the lines they draw so that their judgment of distance may be constantly exercised. Thence no lesson should be given without the length of line is specified by the teacher and the scholar requested to test his skill in drawing to measure. If the teacher draws on the board with a foot as his unit and one fourth of a foot as the fraction, the scholars will soon be able to tell him after he has finished an exercise, how many inches and parts of an inch they are to draw it. One inch is a good length for first lessons in straight lines, a longer unit would be more difficult to work by. Another benefit derived by this is, the scholar at once begins to exercise the important faculty of representing the parts of things in proper proportions.

The teacher draws two perpendicular lines one foot long and about six inches apart and requests the scholar to draw them in their books and on their slates. Then he draws two horizontal lines the same distance apart and instructs the school to draw these pairs of lines several times or till he tells them to cease. A few minutes will suffice for their first attempt during which time the teacher should pass through the school correcting bad positions and giving encouragement and advice where necessary. He should always notice honest efforts, commend what is very good and point out chief defects in a frank cordial way.

As a rest during the exercise, he may again call the attention of the children to the board with the question: "What difference do you see in the lines on the board?" This will bring out the terms, perpendicular and horizontal. Let their

attention be turned to their own work again for the purpose of noticing whether *their* lines are perpendicular and horizontal. Among the principal errors he will observe that many bear too heavily upon the pencil; others draw the lines at two or three strokes of the pencil giving them a jagged appearance. All such things should be thoroughly attended to. A few well pointed cautions may be given after the following manner: "How should you sit while drawing?" Nearly upright leaning slightly forward. "How many movements in drawing one straight line?" "*One* and but *one*." Do not bear too heavily upon the pencil." "Keep the book directly before you in drawing perpendicular lines and move it a little to the right in drawing horizontal lines." "How should perpendicular lines be drawn?" "Always downwards." "How should horizontals be drawn?" "From left to right." Before completing the lesson it is profitable to review in concert the ground passed over. This will take little time and collects in good shape what the work has developed. The following may indicate the review. "What is this?" A line. Objects represented by straight lines. Kinds of lines. How long have you drawn lines? How long are the lines on the board? What kind of straight lines? How draw perpendicular and horizontal lines?. A vocabulary of terms may be gradually given to the scholars after the manner of the above.

The substance of the work may seem meager but it is clear. It is only preparatory, although many pupils will get little view from it, they will be able to make what they knew before more available. They are on the road from what they knew to what they do not know. Their progress should be natural. Beware of beclouding. Be simple and clear at first and pass slowly to the complex. Further suggestions will be given in the next paper.—*Waukesha Freeman.*

THE study of literature nourishes youth, entertains old age, adorns prosperity, solaces adversity, is delightful at home and unobtrusive abroad.

What Should be Acquired in the District School

BY H. B. WILSON, SUPT. PUB. INST., MINN.

Every child should acquire a knowledge of the orthography of all the common English words which he may have occasion to use, enabling him to spell them orally, without any hesitation, to pronounce them correctly with the proper articulation and accent, or to write them with equal facility. He should be familiar with the rules of spelling, and be able to apply them in practice.

The children should be familiar with the common rules and principles of punctuation, and with those concerning the use of capital letters, and be able to apply them intelligently. They should be acquainted with the recognized rules and forms of letter writing, and be able to date, begin, and close, fold and address a letter, with taste and propriety.

"They should be able to write neatly and legibly, and with at least passable ease and rapidity, and have correct habits of sitting and of holding the pen, together with a creditable style of forming all the script capitals.

"They should be able to read, at sight, and with ease and a fair degree of correctness as to modulation, inflection, and expression, any simple piece of English prose and poetry; and be able to give and to apply the fundamental rules and principles of good reading. They should know in what manner to sit or stand, while reading, and how to hold the book or paper, and how to turn the leaves. They should be instructed as to the proper amount and adjustment of light in reading, and how to favor the eyes and preserve them from injury. They should be able to transcribe from dictation, with ease and promptness, and with correctness of spelling, punctuation, and capitals, any plain and simple paragraph from a book or newspaper.

"They should be able to read and write, with great facility and accuracy, any number, large or small, either in the Arabic or Roman characters. They should know the common multiplication table perfectly, and be quick, skillful,

and exact in the four fundamental rules of arithmetic. In addition to that, they should be able to handle all the ordinary forms and combinations of decimals and common fractions, with quickness and dexterity, and be thoroughly grounded in the few fundamental principles upon which all the operations of interest and percentage depend. They should also know how to keep simple accounts, to make out ordinary bills, write receipts and promissory notes in a correct and legal form, and to draw up such other simple business papers as are required in the common transactions of the people. They should also be instructed in the technical but familiar nomenclature of trade, commerce, and finance, that they can read articles on those subjects in books and newspapers with ease and intelligence, and understand them when read by others.

"They should be able in conversation and writing, to express their own thoughts in good English, and should know enough about the elementary rules governing the proper use of the English language to enable them, readily and intelligently, to avoid all the more common errors of speech on their own part and to detect and correct them in others. In other words, they should acquire the habit of using proper and correct language, by being carefully taught and strictly required so to do, in all the intercourse of the school-room, and have at command a few of the elementary principles of what is called grammar, to be referred to and applied as *tests* when occasion requires. They should be familiar with the definitions, meanings, and proper uses of the words in common use among the people, and accustomed to note the distinction and shades of meaning between different words of kindred import, not so much by formal lessons from text-books, as by attentively observing and having explained to them all the more curious and important words in the reading lessons and in any of the other books used in school; and especially by habit of constantly referring to the dictionary, which should be encouraged and insisted upon from the time a child is able to find the words. They should know that the power of speech is God's great and distinguishing gift to man, and hence that the proper study and true knowledge of words, whereby human minds and souls hold converse with one another, are worthy of a high place in every scheme of education. They should, for the same reason, shrink from the use of slang and words of coarseness and profanity, with almost as much aversion and disgust as from direct moral contamination.

"They should know the shape of the earth, with the well-known facts or proofs which determine the same; its motions and the effects thereof; latitude and longitude, with their characteristics and uses; the zones; the grand divisions of land and water; the hemispheres, and how the lands and waters of the earth are apportioned between them; the principal mountain ranges and rivers; the climates and chief productions of the respective zones; the races of people, with their leading characteristics and religions, and the regions of the globe where they respectively dwell; the principal forms of government on the earth, with the distinguishing features of each; the leading nations and countries of the world, where situated, of what race or races, their respective forms of government, degrees of civilization, religions, chief industries, and population; the boundaries, area, and population of the United States, with the principal lakes, rivers, mountain ranges, and cities; the States and territories comprising the American Union, with their respective boundaries, leading natural features, populations, productions, capitals, and chief cities; the State in which they live, its counties and county towns, its principal rivers, canals and railroads, its chief cities and towns, its soils and productions, and the leading occupations and industries of the people; the country in which they reside, its boundaries, area, and population—its rivers, streams, and railroads—its soils and productions—its cities, towns, and villages—its mills, manufactories, and public buildings, together with the name and population of the

county seat; the township, its number and range, and the principal meridian to which it belongs—with the origin of our township system, and the manner of reckoning numbers and ranges—its surface, soil, population, and productions; and finally, the particular district in which the schoolhouse is situated, its designation and number, the part of the township in which it is located, its exact boundaries and area, its aggregate population and number of persons of school age, together with the topography of the district and the precise location of the school house.

"They should be familiar with the outlines and representative facts and events in the history of their own country. They should know something of the men who first sought homes on these shores, whence they came, and why they came; something of their early struggles and trials; something of the wars and conflicts through which the nation has passed, and the causes and issues of those wars; something of the moral and political questions which have shaken the country and helped to shape its destiny; and something of the origin, nature, rise, culmination, and overthrow of the slave power. They should be able to define the three forms of government which the nation has known, and to trace some of the steps and causes which led to the suc cessive changes. They should be familiar with the leading features, principles, departments, and methods of our present form of government; with the outlines of its fundamental law; the respective powers and prerogatives of the State and national governments; the manner of electing and appointing civil officers and agents, of regulating, collecting, and disbursing the public revenues, of transacting civil and municipal business, of administering justice, making and executing the laws; and with the more important rights and duties of citizens. Their knowledge of these *outlines* should be so clear and exact that, if cast among ignorant savages in some unknown isle of the sea, they could re-state them correctly, and in due time construct thereon a republican form of government.

"They should know enough of their own physical and mental organization to enable them to take proper care of both their bodies and brains. To this end they should know when, how, and what to eat and drink; when and how much to sleep; the uses and abuses of clothing; the laws of healthful labor, exercise, and rest; the functions of the brain; the more obvious relations of body and mind; and the tokens and penalties of disregarding the laws of health, whether of body or mind.

"They should understand the rudimentary principles of drawing and perspective, and possess some practical ability and skill in the use of the pencil; enough, at least, to enable them to produce, with passable correctness and facility, drawings, in flat outline, of such simple objects and figures as they may wish to illustrate. There is hardly any business or employment in life, in which the possession of such knowledge and ability is not found to be extremely useful, and the lack thereof a great disadvantage. A knowledge of the elements of drawing is also a source of great delight, and an unfailing means of diversion, to most children; and the facilities for acquiring such knowledge are now abundant and cheap.

"They should understand the rudiments and principles of vocal music. There is not one child, of ordinary mental and physical endowments, in a hundred, who is not capable both of understanding and practicing those principles; and I know of no other acquisition that yields richer returns of profit and pleasure, for the time and effort expended. A tuneful, song-loving child *may* be vicious and moody, but it is a rare phenomenon.

"They should be acquainted with the rudiments of natural history, so as not to move as utter strangers among the plants and animals which constitute so large a proportion of nearly every landscape, and which contribute so much to the beauty and utility of life; and with the elements of those wonderful, omnipresent, and beneficent forces which pervade and animate, as it were, the universe of matter.

"They should be gentle and refined in

speech and manners; docile in spirit and modest in deportment; truthful, ingenuous, and manly; obedient, respectful, and affectionate towards their parents and teachers, and reverential towards God and whatsoever is sacred and holy. These things, it is true, are not so immediately within the control of teachers, but the influence, example, and precepts of the schoolroom should all *tend that way.*"

Estimating the average period of attendance at from seven to nine years, of two terms, or six months, each year, it is believed and affirmed that the public schools of the State can and should accomplish the things which have been mentioned, for all the pupils who remain under tuition for that length of time, and in like proportion for shorter periods of pupilage.

HOW THIS IS TO BE ACCOMPLISHED.

How are our schools to be made to accomplish all that is here indicated? I answer: 1. *We must have more well-qualified teachers.* 2. We must have a well-arranged course of study for all our district schools, and then see that it is strictly adhered to. 3. We must eliminate from our course of study all useless details, unnecessary verbiage, and vexatious minutiæ. Those who are to obtain all their training in the district schools, and that in a few years' time, should attend to those subjects which will be of the most practical use to them in after life; and should not be required or permitted to fritter away valuable time in lumbering the mind with mere trash that they will never find occasion to use after they leave the schoolroom.

Four-fold more time is spent in the study of geography than its importance demands. Instead of requiring the pupil to study the earth as an individual organization, with a definite structure, character, and purpose, and the simple principles underlying the science of the mathematical and physical geography of our planet, its great continents, oceans, zones, climate, motions, animal and vegetable productions, years are spent by them in committing words to memory in reference to unimportant details which will be very soon forgotten. Three or four years' time usually devoted to this branch might be saved, if the subject were only presented properly.

Too much time is also devoted to the study of arithmetic. There are many topics presented in most of the text-books on that subject which are of but little practical use to nine-tenths of those attending public schools. For example: the least common multiple of complex fractions, arithmetical and geometrical progression, square and cube root, circulating decimals, duodecimals, etc. How or when will our farmers, mechanics, lawyers, doctors, or merchants ever have occasion to solve problems involving these principles? More time, as a general rule, is devoted to the study of arithmetic than to any other branch. Too many teachers ride the hobby of mental arithmetic. They require their pupils to pursue it during their entire school course. From three to four years might be saved from the time usually devoted to the study of arithmetic, if the subject were only presented in a proper manner, by an expert teacher.

But worse than all, years are squandered in the study of what is called English grammar! Text-books on that subject, containing dry, unphilosophical, technical definitions and rules in etymology and syntax, rules for parsing and analyzing sentences, with notes in fine print, and exceptions without number, are sometimes forced into the hands of school children by State law. These books are studied and recited, parsed and analyzed, from term to term, and from year to year, without the pupil gaining much knowledge in reference to the use of the English language. By all this memorizing of rules, they are made no better able to speak or write their own mother tongue. It would be as rational to expect one to learn to swim by committing rules to memory as to learn to write or speak in that way. A facility in writing and speaking a language can only be acquired by practice, which should be commenced early and continued constantly. The pupil should be taught language orally,

and principally by means of the blackboard. The text-book cannot supply the place of the living teacher. The child must have daily practice in constructing sentences, and in writing them, instead of so much text-book cramming. More can be imparted in a year in the way of imparting a practical and critical knowledge of the use of the English language, to a child, when presented to him in a proper manner, than in five times the same period, when taught after the system of Kirkham or Murray.

INSTRUCTION IN NORMAL SCHOOLS:

(Extract from the Report of the Committee appointed to Visit the Oshkosh Normal School, 1873-4, B. M. Reynolds, Chairman.)

The Normal is a professional school. Its aim is professional, nothing else. Not so with the College and and the High school. Their work is that of instruction and discipline, with no professional end whatever. Therefore the methods of study and daily preparation will differ. In the Normal class the pupil is to engage in the recitation, not simply to acquire disciplinary knowledge, but to learn how to *impart* knowledge, and solely with reference to the profession upon which he proposes to enter. He is a teacher, not a pupil. He is not seeking knowledge and mental discipline, but professional skill. He must not lose sight of this all-important fact. It must control his life and enter into the hidden springs of his conduct in the school. He must remember that he is a teacher, preparing himself day by day to discharge the high functions of a teacher, to impart instruction, to influence character, to guide the young, to stimulate them to faithful effort, to do his share, however humble, in advancing the civilization of the age and in building up the waste places of the earth. He is therefore to prepare his exercises, invent his diagrams, schedules, schemes, illustrations and explanations as if he were a teacher preparing to meet his classes; and he must also recite as if he were a teacher, giving instruction to the class of which he is a member. It must be so. He is in a professional school and is learning how to teach. To this view of the case the conductor of the class must hold the mind of the pupil constantly, and the very moment his mind wanders from this view, that moment he fails to do the distinctive work of a Normal pupil. He is then a mere High school pupil. The question is not now whether this curriculum of work and study is beneficial to the pupil as a man, but whether it is beneficial professionally. He is to be criticised, questioned, checked, encouraged and trained, in reference to his statements of fact, the arrangement and the expression of his thoughts, and the presentation of his points, not as a pupil acquiring knowledge in the branches under discussion, but as one learning the principles and the secrets of that high calling to which he proposes to devote the business of his life; and his teacher is not only a critic upon his work, his plans, his methods, and his modes of study, training him in the philosophy and the art of teaching, but a living illustration of the power of exhaustive knowledge with which he deals, and how to impart instruction and influence character. If the above is the true statement of the case, we may candidly submit the question, whether our Normal schools possess, in a complete degree, professional character. Are the exercises conducted in the manner indicated? Do the pupils engage in the work of the place as if they were all-absorbed with this professional view of the work? We think not. But remember we have given a theoretical view of the case. The practical view is different. The very idea of a Normal school presupposes that the disciplinary work of the Normal pupil is, so to speak, ended, and that he now enters on his professional training. If his intellectual advancement is not such as to enable him to do the work as above indicated, the ideal Normal school is no place for him, he must remain in the disciplinary school a while longer. But the pupils that do enter our Normal schools, have not finished their disciplinary education. In many cases it is hardly begun. The pupils come from rural districts where they have had very poor advan-

tages of education—nothing beyond the common school. They have no well defined knowledge, no power of expression, no power of reflection, and no good habits of study. Their intentions, their purposes and their ambition are exemplary and worthy of all commendation. These pupils constitute nearly all the material that presents itself at the Normal schools, and they are at the same time the teachers of our common schools.

Shall we reject these pupils and shut up our Normal schools, or shall we receive them and give them the disciplinary instruction they so much need and with it such didactic and professional training as time and circumstances will allow? They cannot possibly engage in the Normal school exercises according to the theoretical view presented herein, inasmuch as it is impossible for them to acquire knowledge, assimilate it and at the same time reproduce it in compact, logical order, with the authority of one who is master of the subject upon which he discourses. These pupils must be taught how to study, how to prepare their work, how to submit to authority and control in order that they may the better command, and how to express themselves in clear, terse and concise language. Here is the difficulty that confronts the Normal teachers, combining a disciplinary and a professional school. The task is more difficult than many seem to think—no matter what men say, the work in our Normal schools, for a long time to come, will and must, be mainly academic, and we only claim that such academic work shall be first class, and a model of excellence. So far as we are able to judge during our limited stay, the teachers in the Oshkosh Normal School are working earnestly to discharge the duties of their high calling. Your committee was not only satisfied with the work done in the classes, but very much pleased.

In making our observations on this school, the question arose in the minds of your committee, whether the time has not nearly arrived when our Normal schools should be organized into distinct departments of study, each department being under the general charge of a Professor. This Professor should have all necessary assistants to teach the different sections and classes of the department. Thus, there should be, for instance, a Professor of Mathematics, who shall have charge of all mathematical work. There should be a Professor of Science who shall supervise all scientific and geographic studies. There might be a Professor of Language and other Professors.

Your committee believe such organization would increase the efficiency of the schools.

The President of a Normal school, unless he has a private secretary, as he should have, cannot attend to all the business details of the school, to the extensive correspondence and his own classes, if he has any, and at the same time supervise all the class-work as it should be done.

It still further occurrs to your committee that the number of students in the Normal Department should be limited, not exceeding two hundred or two hundred and fifty; and we think the number in the several classes should also be limited; where classes are large, the teacher fails to come into close personal contact with the pupils as he should. We also hope that the time is not far distant when the examination for admission to a Normal school will be competitive.

There are other points which might receive attention, and the points already made might be more fully discussed, but too much space has already been occupied.

We have watched with interest the progress of our Normal schools since the organization of the first in 1866, and we congratulate the people of Wisconsin that they have met with such marked success. They are sending out into all parts of the State a body of earnest teachers, and are thereby adding to the accumulating glory of our common school system.

From all the observations we can make, Oshkosh is not behind in earnestness, in fidelity, and in the excellence of her discipline and instruction.

These schools, under all the circum-

stances, have done all that could be expected, and have far exceeded the expectations of many. The Board of Regents that have them in charge and the Normal teachers, are entitled to the gratitude of all for the fidelity and the wisdom with which they have discharged their sacred trust.

READ THIS, BOYS.—A gentleman advertised for a boy to assist him in his office, and nearly fifty applicants presented themselves to him. Out of the whole number, he, in a short time, selected one and dismissed the rest.

"I should like to know," said a friend, "on what ground you selected that boy, who has not a single recommendation?"

"You are mistaken," said the gentleman; "he had a great many. He wiped his feet when he came in, and closed the door after him, showing that he was careful. He gave up his seat instantly to that lame, old man, showing that he was kind and thoughtful. He took off his hat when he came in, and answered my questions promptly and respectfully showing that he was polite and gentlemanly. He picked up the book which I had purposely laid on the floor, and replaced it on the table, while all the rest stepped over it or shoved it aside; and he waited quietly for his turn, instead of pushing and crowding, showing that he was honest and orderly. When I spoke to him, I noticed that his clothes were carefully brushed, his hair in nice order, and his teeth as white as milk; and when he wrote his name, I noticed that his finger nails were clean instead of being tipped with jet, like that handsome little fellow in the blue jacket. Don't you call these things letters of recommendation? I do, and I would give more for what I could tell about a boy by using my eyes ten minutes than all the letters he can bring me."

A HUMAN SKULL IN SOLID ROCK.—A very strange discovery, interesting to geologists, is reported by the Osage Mission (Kansas) Journal. A human skull was recently found near the place, imbedded in a solid rock which was broken open by blasting. Dr. Weirley, of Osage Mission, compared it with a modern skull which he had in his office, and found that, though it resembled the latter in general shape, it was an inch and a quarter larger in greatest diameter, and much better developed in some other particulars. He says of the relic: "It is that of the cranium of the human species, of large size, imbedded in conglomerate rock of the tertiary class, and found several feet beneath the surface. Parts of the frontal, parietal, occiptal bones were carried away by explosion. The piece of rock holding the remains weighs some forty or fifty pounds, with many impressions of marine shells, and through it runs a vein of quartz. Within the cranium is crystalized organic matter, which by the aid of a microscope, presents a beautiful appearance." Neither Lyell nor Hugh Miller, it is stated, nor any of the rest of the subterranean explorers, report anything so remarkable as this discovery at Osage Mission. The Neander man comes the nearest to it, but the Neanderthal bones were found in loam only two or three feet below the surface, whereas this Kansas skull was discovered in solid rock.

ON METHODS OF STUDY.

BY A. F. NORTH, PEWAUKEE.

Notwithstanding Agassiz's eminence as a *savant* and the valuable services he rendered to the cause of science by his laborious, accurate and extensive observations in the domain of natural history; his fame will ultimately rest as he himself desired, on his character as a teacher.

The persistence with which he insisted on his pupils observing natural phenomona with their own eyes, noting the conditions under which the facts existed, comparing, generalizing, and discovering law in the true spirit of the Baconian philosophy, is the chief foundation on which is based his undisputed claim to the gratitude of scholars. His unwearied diligence in collecting his admirable museum, exemplifying the facts of animated nature and affording the students material for observation and thought; and the suc

cessful inauguration of the Penekese island school, were all in this direction and animated by this spirit.

The more credit is due him for this, that it is so different from the method generally pursued in our schools. Pupils are expected to see nothing but through other men's eyes; to discover no law for themselves, but to accept the deductions of others. They are trained indeed to abdicate the original thought and be content to con the facts, memorize the definitions, and repeat the reasonings of the text-book—to be mere gatherers and disposers of other men's goods.

It is pitiful, it is humiliating indeed, to find so many even among teachers, having this slavish subserviency—this willingness to call any man master, who publishes a book. And they do it in regard to matters of which they are as competent to judge as the author, because the facts are as patent to them as to him. Ask such persons so simple a question as what a sentence or what a consonant is, and if they happen to forget the definition given by *their* author they are completely non-plussed. They rarely think of examining a sentence or testing the consonants themselves, to see what they are; this they deem beyond their province, indeed they will not even compare the author's definition with the facts, to mark it consonance or want of consonance therewith.

Now this is foreign to all just ideas of education. Education is really nothing, if it fails to give a man power over his own faculties, if it does not enable him to think justly and express his thoughts correctly.

It should be remarked that there is no excuse for this state of things, as the subjects of study, even in our common schools, are admirably adapted to the highest ends. The study of our English tongue is especially admirable in this respect, whether considered in regard to orthœpy, orthography or grammar.

As illustrative, let us follow a class of ordinary scholars as they investigate the law of pronunciation as discovered in the letter *a*, which is selected as it has the widest range of powers, in the English, of any letter in the alphabet.

In the first place, let the class be requested to observe, in their reading, the different sounds which *they* give to that letter, and mark on the blackboard, and in their note-books those words that exhibit these sounds; and it will not be long before they collect such a list as ss given below:

(1.) Paper, pane, pain.
(2.) Pare, pair.
(3.) Pat, pad.
(4.) Past, prance, draft.
(5.) Par, tar, calm.
(6.) Fall, call, bawl.
(7.) Wad, was, squad.
(8.) Caprice, among.
(9.) Preface, ultimate.
(10.) Village, pillage, cribbage.
(11.) Bedlam, cellar.

Having gathered these *facts*, have the class examine them and they will perceive that the *first* and *second* of these have the slenderest sound of *a* and are produced while the vocal cavity is comparatively close, and differ from each other simply in this, that the *first* has the *e* vanish, caused by a slight contraction of the cavity; while the *second* has the *r* vanish caused by a slight widening of the cavity. Observing how they themselves make the *third* sound they will find it is by widening the cavity a little farther, and that the *fourth* and *fifth* are produced solely by an increased widening; while the sixth and seventh require that the lips take a circular form for their production and differ not in quality but in quantity.

Furthermore they will notice that these seven powers of *a* occur in monosyllables or *accented* syllables, while the remaining four are found in unaccented syllables; and that their peculiarities may be in the same way readily detected.

The class is now prepared to examine the *conditions* under which these various powers of *a* exist, and generalize the same; formulating the law as follows:

The *first* sound occurs when *a* is *final* in an accented syllable, and also when it is followed by a consonant, other than *r*,

if the consonant is followed by mute e *or when* i *is incorporated with the* a; but when *r* is the consonant that follows, the second sound obtains. The *third* sound is heard when *a* is followed by a consonant unmodified, but if the consonant sound is *st*, *ss*, *nce* or *f*, it has the *fourth* sound; if it is *r*, *lf* or *lin*, it has the *fifth* sound, while the *sixth* sound is due to the *ll*, *w*, or its equivalent *u*, and the *seventh* is the result of the *w* preceding the *a*.

It would extend this article beyond proper bounds to follow this course with the unaccented sounds, and it is unnecessary, as any one can readily do this for himself. Besides my object is not to write a treatise on orthœpy, but simply to show that the study of our own language affords one of the most available and inviting fields for the cultivation of the intellectual powers in the direction which the claims of inductive science at the present time so urgently demands.

It will be said that to the laws here announced in regard to the powers of *a*, there are many exceptions. But herein lies the value of this method of study; for while there are not so many exceptions as many suppose (indeed there are very few) the inquiry into the conditions and causes of the exceptions, afford a most profitable intellectual exercise, preparing the student when he approaches the higher practical mathematics to seek out the causes which lead the earth, for instance, to deviate from the course which her relation to the sun and the nearer planetary bodies would prescribe. Or when investigating the tides or oceanic currents enabling him to examine patiently and with success the many apparent deviations from law observable in their phenomena. He will also be prepared to find that the many anomalies in Geology, Natural History, &c., are not deviations from law but the result of *superior* law diminishing the *inferior*.

This method of study so auspiciously conducted by the great Agassiz and demanded by the most eminent thinkers of the times, cannot be ignored in schools laying any claims to be regarded as exponents of the highest and most advanced system of pedagogics.

PHOTOGRAPHY AND THE TRANSIT.

The plan to be pursued in applying photography to the observation of the transit consists in taking a succession of photographs at short intervals, say every minute, during the progress of the transit. Each of these will show the bright disk of the sun with Venus as a little black dot on it. This dot will appear in the successive photographs to occupy points which, taken together, will form the path traversed by the planet. From these photographs, or from enlarged copies of them, measurements are to be made with suitable micronometers, of the distance and direction of the planet from the sun's center. These will give the path of the planet, and the length of this path compared with the solar diameter. This length is to be compared with similar measurements made at the stations selected for comparison.

Great hopes are entertained of the superior accuracy of this method. It has one great advantage over the usual methods. They can only be applied when it is possible to see either the beginning or ending (or both) of the transit. A passing cloud, a misplaced eye-piece, or a bungling assistant, may destroy the labors and preparations of months. But in the photographic method it is possible to derive the path of the planet from a portion, and any portion, of the photographs. Of course the success of the plan will depend upon the skill with which the photographs are taken,—the precision with which all errors arising from refraction, from expansion of the tubes and plates by heat, and from irradiation on the photographic plates, may be detected and allowed for.—DAVID MURRAY, in *Scribner's for December.*

THE bones of a Mastodon were discovered one day last week by some workmen who were digging a ditch to drain a small peat bed on the line between the towns of Rochester and Dover, in Racine county. They first discovered a tusk and then the skeleton believed to be entire, embeded in yellow clay. They lay below, first, about three feet of peat, second, about a

foot of blue clay. Several of the large bones have been discovered and a part of the spine. Our informant says one rib was between four and five feet long but had been broken in the middle. The joints of the spine were entire but each one separate. The bones had not been all dug out and many of them broke easily. One of the tusks was about four feet long and about five inches in diameter at the base, being in sections, but the point was well preserved.

NATURE AND LITERATURE.

If we were to look for a demonstration of the existence of a spiritual world, of which the things apprehended by our senses are the typical expression, we should find it in literature, and on that beautiful field of illustration where we so readily apprehend spiritual truth through the forms and relations of material objects. A preacher rises in his desk and tells us that there is no awkward or rough element that can be introduced into home life that may not become the occasion of new beauty and loveliness to that life; and we wonder how it can be. Then he paints for us a pure rill gurgling from a rock, and picking its dainty way down a ravine into the grassy valley. Half way there thunders from the hill a huge bowlder, that plants itself squarely in its path, tearing its banks, and throwing the mud in every direction. Quietly the rill makes a little detour, goes around the rock, nourishes vines that weave the uncouth intruder all over with verdure, and builds for itself a temple of beauty just there—a wayside shrine, at which all pilgrims pause for worship. At once we see the spiritual truth, and recognize its perfect analogies. The rill verifies the proposition, and we no more think of questioning its word than if it were spoken to us from heaven. It is this utter truthfulness of nature to the realm of thought that demonstrates its origin in thought, and proves itself to be an expression of thought in various forms and motions of matter.

It follows that no one can be fully learned as a literary man who has not learned of nature. The strong men of the press the pulpit, the platform, are those who are the most bountifully furnished with the natural analogies of their thoughts. The man who can illustrate best is the best teacher, as he is always the most attractive. The man who can make us see his thought—who can point out or paint to us its exact analogy in nature—is the successful man, in whatever department of intellectual or spiritual instruction. The more closely a man lives in sympathy with nature—the more deeply he looks into it—the more fully he realizes the fact that it is only the language of the spiritual, placed before him to read, and put in his hands to use. He builds its rocks into his thoughts, he weaves its beauty into his imaginations, he clothes his fancies with its atmosphere. The rhythmic day and night become poetry, the setting sun a god with flaming wings, the birds, chanting choirs of cherubim. He sees straight through all into a world of which these things are fading shadows, or startling intimations, or perfect demonstrations. In short, he sees, hears, smells, tastes, feels thought as it appears in a material form, among material conditions; and with his thought thus apprehended, he has the power to represent it to those whom he is called upon to instruct.

We are led into this strain of remark by the consideration that there are great numbers of young men, scattered up and down the country, in schools and colleges, who lament that they have not the advantages of a city life. They feel that in the city there are great opportunities of education, wonderful stimulus to labor, inspiring competitions, large libraries, social advantages, contact with high literary culture, eloquence to be had for the seeking, centralized knowledge and brotherly sympathy. Their country lives seem poor and barren in comparison. Well, what they think of the city is, in most respects, true; but what they think of their country conditions is not true at all. No man is fit for the literary or the productively intellectual life of the city who has not had either a country training, or, for a considerable period of his life, direct

and sympathetic association with nature. Blessed is the literary man, the public man, the man of the pulpit, who was bred among the fields, and woods, and brooks, who has known the ocean in all its moods, and with whom the sky with its country blue and its silver stars and all its machinery and phenomena of summer and winter storms, has been an open and favorite book.—DR. J. G. HOLLAND, in *Scribner's for December.*

BETWEEN.

Between the cradle and the grave,
  Our coming and our going,
There stretches out an Eden-land,
Where all good things are growing,
Good things of God's bestowing,
  Between the cradle and the grave,
Our coming and our going.

Between the morning and the night,
  The blooming and the fading,
Great ships, that come from fragrant lands
  Their precious freights unlading,
  Pursue their friendly trading,
Between the morning and the night,
  The blooming and the fading.

Between thy heart and mine, beloved,
  What wealth of bliss is lying!
What fragrant clusters of delight,
  The frosts of Time defying!
  The wine of life supplying!
Between thy heart and mine, beloved,
  An Eden-land is lying.

—*Josephine Pollard.*

VOICE CULTURE.—We think that the cultivation of the voices of children is sadly neglected. A few minutes spent each day in a drill upon the elementary sounds of our language, would give the power of reading and speaking in a pure and natural tone, instead of the harsh and high key so commonly heard in our schools. Prof. J. W. Shoemaker, of Philadelphia, remarks: "No other agency within the compass of our natural power is so adapted to the communication of happiness to others as the human voice. It should be taught as an agency of moral culture. A voice of dignity and elegance will attract to purity and truth, to virtue and religion. Correct sounds should be taught as a preservation of the language. Sounds erroneously pronounced during school days often so develope the organs in that direction as to be corrected with difficulty. The habit will often prejudice the ear against that which is correct.—*Eastport Sentinel.*

PUBLIC INSTRUCTION IN ITALY.

Thinking that the following paragraphs may be of interest to your readers, I have translated a portion of a very able article by Mr. C. Hippeau, in the Revue Aes Deux Mondes. S. H. C.

Compulsory instruction, with a penal sanction, has found more than one opponent in the Italian parliament. Those who have most vigorously opposed the new arrangements proposed in the law of 1859, have held that the law is a violation of liberty and of the independence of the parent, and that poor families upon whom this provision would weigh most heavily, must before every thing else teach their children a trade. They must be producers, and at an early age. To send them to school is to make them lose precious time. Before declaring primary education obligatory upon all, we must be assured that the schools are sufficiently numerous, the teachers sufficiently instructed, and the communes rich enough to defray the expenses of primary education and to dispense with government aid; it would be necessary to find immediately 15,000 teachers and to found 15,000 new schools.

It has been observed that in the ten preceding years the number of schools has increased in a surprising proportion, without any compulsion upon families to send their children. The primary schools, public and private, in 1862 were 28,490, in 1872, 43,380; the pupils in attendance were in 1862, 801,202; in 1872, 1,717,351; the teachers who in 1862 numbered 28,173 were in 1872 42,505, so that in ten years the schools have increased 14,890, the teachers 15,331, and the pupils 916,179. The Sunday and Night schools, very rare

in 1862 had in 1882, the former, 5,000 teachers and 150,000 pupils—the latter 11,000 teachers and about 400,000 pupils.

This splendid and peaceful victory over ignorance has been secured without any need of having recourse to that legal constraint which may be considered as infringing upon the rights and independence of families. Suppose, says one, that in 1877 the law had produced its effect, we should have 50,000 schools instead of 38,000, and four millions of pupils instead of a million and a half; but where would the teachers be found? What would be the grade of their instruction and what would it be worth?

Messrs. Scialoja, Correnti and Cairoli have replied to these objections. Granting that the liberty of a parent must be respected, we must do so only within the limits of justice and social utility. The mechanic cannot consider his child as a tool which he may break if he please; he must not be permitted to kill the intelligence of his child. Besides, the law of 1859 and the civil code has, by its salutary intervention caused to disappear that traffic, so dishonorable to Italy, in unfortunate children given up by their own parents to be carried to foreign lands where they run the streets begging to make money for their unworthy purchasers! Its interference has not then been wholly useless. To compel parents to educate their children, is to render an immense service to both as well as to society. The proposed law harmonizes obligation and liberty. The state by no means compels attendance on the schools which it founds; by the side of the schools established by the communes [districts] any citizens have the right to establish others. As to the insufficiency of the financial resources, Mr. Scialoja holds that it is less real than has been pretended. Fifteen thousand schools and as many teachers will not be created at once; the ameliorations of which the new law contains the germ, will be realized by the aid of time.

Mr. De Sanctis has particularly opposed the proposition to confer considerable privileges upon the communes. Says he: "We can neither count on their zeal nor on their intelligence. If in Prussia each commune is busily occupied with the oversight of primary education, it is because they are powerfully seconded by the clergymen." Mr. Scialoja has replied, "that there is a great difference in this respect between Italy and Prussia. The Prussian clergy favor and always have favored the development of popular education, while the Italian clergy have not. The government cannot count upon their support, but it finds in them a systematic opposition to all its efforts to combat ignorance." The sentiment expressed by Mr. Scialoja has manifested itself in the most marked manner not only in the legislature, but even in all Italy. Mr. Correnti, in reply to Mr. Lioz, has said, "I, too, am a partizan of liberty; but I do not allow the liberty left to the clergy of corrupting the souls and the bodies of our children, to cast into their minds the germs of superstition, to inspire them with hatred for our institutions and contempt for things most noble and principles the most holy." The legislative halls received these words with applause.

In Italy, where it is necessary to improvise almost wholly popular education, it has been more easy to find schools and scholars than masters and mistresses. It is only with time that they can provide themselves with teachers properly educated. They have undertaken with a laudable energy the establishment of Normal schools, and, in default of them, certain magisterial schools for the most elementary instruction. In time the grade of instruction given to children of both sexes will be raised, and thus will demand of the teachers a greater extent of learning. Many Normal schools have already enlarged the programmes of their instruction. The city of Florence may be mentioned as one of the cities which is laboring with the greatest ardor for the progress of its schools, which are managed by its municipal authorities with a rare intelligence. Last year it was decided that complementary courses should be added to the ordinary instruction in the Normal school for women. History

and Literature will, in these, take a wider development, and, what is worthy of remark, a course in the history of Pedagogics, a matter very appropriate to give to the aspirants an idea of the importance of the art the principles of which they will have to apply.

The reports of the inspectors are unanimous in recognizing that there is a great difference as to discipline, diligence and progress between the young men and the young women, in the primary Normal schools. In spite of the causes of inferiority which result from the age at which the young women are admitted, the insufficiency in certain provinces of their incomplete and frequently interrupted primary instruction, they astonish true teachers by the rapidity of their progress. Of a nature more patient, more teachable, and better regulated, they devote themselves to study with a real love. They give a silent attention to their lessons, accomplish with exactness and punctuality the duties assigned them; they read with the desire of self instruction. When their compositions upon their examination for graduation are compared with those of the young men, one cannot,—whatever opinion he may have formed upon the subject of female education—have a doubt as to their superiority. Their examinations for their diplomas give the same results; to obtain them they make the greatest efforts. Teaching in the public schools is indeed for them the most honorable and most advantageous career; it assures them a position flattering to their self-respect, and which it would be difficult for them to secure in any other employment. The young men attach less importance to it; other careers more lucrative are open to them, and very frequently the vocation of teacher is for them only a make shift. Besides it must be recognized that women are naturally endowed with all those aptitudes which render them the most perfect teachers—they have gentleness, simplicity, patience, which men frequently want. It is, then, probable that in Italy as in the United States, the number of school mistresses will far exceed that of school masters. The instruction of children belongs to them of right. When we think of the influence which first impressions exert over the whole life, we cannot help wishing that children should never be entrusted to the care of men, until they have learned from those women who take the place of mothers, those lessons which in coming from their mouth reach the heart of the children, more sweetly more persuasively, and therefore more effectively. This idea has already gained headway in Italy, and quite recently Mr. De Lucca, assessor of public instruction, proposed to the municipal council of Naples to place exclusively in the charge of women all children of both sexes between the ages of two and seven that they may prepare them for the primary schools.

There are at present in the kingdom of Italy 23 royal Normal schools; 17 magisterial schools for female teachers—in all 104 schools—40 for masters and 64 for mistresses. There have also been established conferences [Teachers' Institutes] at various points of the kingdom, to acquaint the teachers with the best methods of instruction.

Each year about 700 young women and 1,600 young men present themselves for admission to the Normal schools. The 104 Normal and magisterial schools had in 1873, 6,130 pupils; 4,090 in the former, —and 2,040 in the latter. The expense of their maintenance at the same time amounted to 1,105,760 livres, for wages and other expenses. The subjects included in their scheme of elementary instruction are those usually found in similar schools in other countries. The important thing is not so much the knowledge of what one teaches, as it is the manner in which he teaches. It is above all a question of method. Teaching is an art very little known, and it is necessary to point out to the school masters the way which they must follow.

He who betrays another's secret because he has quarreled with him, was never worthy of the name of friend; a breach of kindness will not justify a breach of trust.

SCHOOLS AND COLLEGES.

BY JOHN NAGLE, SAUK CITY.

The deductions of probable reasoning lack that absolutism which binds faith. A degree of skepticism is inevitable where entire conviction is not possible. Doubts assail what is vulnerable and their existence is indicative of an imperfect or fragile structure. It does not imply opposition to the tide of progress, nor insensibility to existing evils, that the fitness of forces designed for advancement is questioned. Opinions have all the diversity of observation and temperament, and their sincerity and worth are not to be measured by their degrees of resemblance to any arbitrary standard. Any opinion asserted with such confidence as to ignore the possibility of a different one's being honestly entertained, will encounter that opposition which dogmatism never fails to provoke. Criticism attacks what is faulty with unflinching fidelity, and though it may sometimes be an obstruction to good, it more frequently prevents the infliction of evil; for measures that seem to have a perfect adaptation to the end designed, are often ruinous in their application. Theories plausibly constructed and supported by astute reasoning, but with a leaven of impracticability from contemplation on Utopian purity, are dissipated by the crucial test of practice. Locke's philosophy shed none of its luster on the constitution which he framed, nor endowed it with longevity equal to the Colonists' simple code, which was dictated by necessity and approved by the consciousness of its being adapted to their condition. Dion's sublime ideas of government did not prevent his being the tyrant of Syracuse.

The importance, both to the individual and to society, of higher education is universally acknowledged; and the propriety of making it more general, receives instant recognition. The same unanmity does not prevail respecting the legitimate functions of the agencies by which this is to be accomplished. Those who discern a means toward the consummation of this object in a complete modification of the present aims and conduct of our schools, should proceed with caution, lest their arguments be refuted, and the wisdom of their counsel suffer disparagement, by the ills which would result from the adoption of their views. A new system which would cause a fundamental change in the existing order of things, can only win its way to public favor by its superiority to that which it aims to supplant. It cannot receive unquestioning and universal acceptance when it is mainly designed to meet the requirements of a few, regardless of its consequences on the many. When it has its conception in the wants of higher institutions, and is so shaped as to suit their imperious demands, making the prosperity of the common school an object of secondary consideration, only meriting attention when it enhances that of the college, the friends of popular education can not be enthusiastic in their support of it, or even moderate in their opposition.

People are more apt to discuss the merits of that which has recently started into being, and which is for the first time submitted for their consideration, than to descant on imperfections with which they are familiar. When a person lustily denounces the faults of another, the general verdict is that he seeks to divert attention from his own. Superior excellence exposes blemishes by the contrast of its own perfections. The scheme for bringing our educational forces into closer relation must rely on its own merits, not on the defects of what is in vogue; must be capable of inspiring confidence, not labor to weaken faith in what has been tested, and, perhaps, found inadequate; it must leave nothing for time to develop, nor for practice to remove. If the assurance of its success does not exceed *probability*, the reasons for its rejection are more potent than those for its adoption.

Those who advocate the subordination of the common school to the college, argue that the former is incapable of instilling that desire for higher culture, which it is the province of the latter to gratify; that the interests of both as well as education in general, would be best subserved

by the gradation thus secured; and that it would be an important step toward the extension of higher education.

To direct the energies of the mind toward the consummation of an object which has no existence outside of school life, cannot be otherwise than detrimental to true progress. That youthful, feverish ambition which looks to admission to college as the sole aim of intellectual labor, does not distinguish between artificial distension and natural growth. It is the same idea, deriving a fictitious respectability from its increased magnitude, which possesses the pupil who considers the "answer" the prime object of the solution of a problem. If this idea be disseminated, the common schools to aid in its furtherance and realization, we shall certainly have more college graduates, but higher education will be something to be still sighed for. Excellence of result is not inconsistent with ease of accomplishment, but permanence requires a considerable interval between effort and its mature reward. When labor and that which labor seeks are compressed within the short period of school life, the former is wasted on what is worthless and transient. Knowledge giveth power, and activity is an element of power. As the mind expands the thirst for knowledge increases. No regulation which enthusiasm may devise or authority enforce, can create any but an artificial desire for knowledge—rich in blossom, but poor in fruit. Give the pupil knowledge, and *that* will plead for more; give him strength, and he will delight in exercising and thus add to it; show him beauty, and he will search for more; enable him to make *one* conquest, and it will lead to others more brilliant and decisive. Do *not* teach him that the path to learning lies through a college curriculum, that "true wisdom" can only be found in certain, prescribed studies.

This is what is done by some of our schools, and what *might* be done by all, did not the incompetency of teachers prevent; but this obstacle is gradually disappearing, and its entire removal is only a question of time. To aid in hastening this desirable consummation is more politic than to change a system which derives its evils entirely from this source.

In the present state of society and public sentiment, any scheme to give collegiate education the universality of that of the common school, will prove abortive. Let the alternative be: higher education or none, and the majority will unhesitatingly choose the latter. To ignore this fact and make the common school perform the preparatory work of the college, must necessarily be disastrous to popular education. Such an alliance would not be mutually advantageous. Parasitic plants flourish, but often blight those on which they feed. Loss of efficiency would succeed loss of individuality. Trusting to a higher agency to complete the work begun, the efforts now made to meet the more pressing intellectual wants of those whose aspirations are not lofty, or are repressed by untoward circumstances, must be discontinued. The intellect of *such* must remain in the larvæ state, as they cannot avail themselves of the provision made for the subsequent transformations.

It may be fairly questioned whether its effect on colleges would be salutary. If they rest their reputation on the character rather on the number of graduates it would not be enhanced.

The resultant of those educational forces cannot be increased by giving a different direction to common schools. Exclusive attention to the development of any one faculty will insure its pre-eminence; but it will be like a lofty column among ruins, and destructive of that symmetry which gives beauty to the mind. The similarity of liberally educating a few, regardless of the profound ignorance of the many, is apparent.

No one can be debarred from learning who is willing to make the proper effort to secure it. The fountain of knowledge is not found within college walls, guarded by a college course. Nothing more is obtained there than its tricklings, gathered by patient toil and unwearied industry. It can only be reached, whether by the beaten path of the college course, or

ne less frequented one of unaided effort, y persistent labor and untiring zeal.

TRAINING CHILDREN.

It has been said that, although a girl, if eared properly, will never disappoint he expectations of her friends, it is a natter of accident whether a boy becomes a gentleman or a blackguard We think his is a slander on boys. Boys exposed to the same good influences as are thrown about girls will respond as readily. Give a boy good examples to follow, and he will follow them invariably. Children are susceptible, imitative creatures, and circumstances, scenes, actions impress them powerfully. As a parent or teacher molds them, so will they grow. But not by arbitrary rules or by stern example, but by lovingly planting little seeds of kindness in their hearts, and patient watching and waiting for the seeds to germ and grow, and by a thousand and one ways that a parent's love will teach. Now one of the best of the many ways by which children are developed into good men and women is through the art-faculties. They should be taught to love the beautiful. Give them a bed in the garden for the cultivation of pretty flowers; encourage a love of good pictures; point out to them the beauties of nature; teach them to welcome the bright face of the sun in the morning and to view with delight the gorgeous tints of the drapery of his couch at eventide; show them the effects of light and shadow in forests at high noon, and put their souls in harmony with the night when moonlight sleeps upon bank and brae or rests on the bosom of still waters. Teach them to imitate in art the effects of nature. Let them decorate their rooms, aiding them at first so that they will do it aright. Depend upon it, when you shall have succeeded in making a child love what is beautiful in nature, it is an easy step to make him love beauty of character and manners.

"Had I the choice of only four things to be taught to my children," said a wise mother once in our hearing, "they should be to read well, to write well, to sing well, to sketch well." True, thought we, perfection in all these will earn their possessor a maintenance in any country, enable him to entertain any human being in whose company he may be thrown, or to amuse himself when alone, whether in mountain solitudes or desert wilds, or cast away on an uninhabited island in the midst of the sea. (*From November "Home and School," Louisville, Ky.*)

"DO NOT," said an experienced teacher to his class-teachers in a graded school, "do not be continually setting up your authority over the children. In passing through the halls of the building, I am sometimes pained to hear tones of voice so dictatorial as to suggest almost anything but thoughts of sympathy and love." This entreaty the *Teacher* sends out to every instructor who will read its pages. Loud, angry, unkind tones should never be heard in the schoolroom. They promote disorder and want of respect, and injure both the teacher and the taught. Think of the poor, ignorant, screaming woman whose house you have passed, and whose children were always disobedient and rude, and if you cannot find a better model by which to discipline your school, have done with teaching.—*Minn. Teacher.*

LIFE is a school, and it is only through its mishaps and disappointments that we learn human nature, ourselves, and our fellow men. It is only through repeated falls that the child learns to stand alone and walk.—*Dr. Arnold.*

THE right is the supreme good, and includes all other good. In seeking and adhering to it, we secure our true and only happiness.

IN Binghamton, N. Y., the School Board are considering the feasibility of furnishing school books at cost to pupils of the public schools.

THOSE are the best Christians who are more careful to reform themselves than to censure others.

Two things a man should never be angry at—what he *can* help and what he *can not* help.

OFFICIAL DEPARTMENT.

OFFICIAL OPINIONS.

Prepared by the Assistant Superintendent.

SCHOOL DISTRICTS.

Question. If a district has failed for two years to keep up a school, can the town board extinguish it by adding to it more territory?

Answer. This would be just the opposite of extinguishing it. If the district could have been kept alive only in that way, the remedy should have been applied before the two years expired. But the time for its extinguishment having come, it could be attached to another district, and afterwards a new district formed of the territory of the old district with such additional territory as could reasonably be taken from any other district, provided this was the best course to be pursued. The disposition of the property of the old district would be the obstacle in the way of this arrangement, but this could be managed, if there was a spirit of accommodation.

Q. We have had no public school for more than two years, on account of having had a private school; but the supervisors have not extinguished the district. Can we now lawfully provide for a school?

A. If you wish to do so, and are entirely able to keep up a public school, it is not probable the supervisors will interrupt you; but it would be well to have an understanding with them, and give them assurance that a public school will be maintained hereafter.

Q. If a district has no records of its organization, does that extinguish its right to be considered a district?

A. If the district has exercised the franchises and privileges of a district for the term of two years, the legality of its organization is not to be called in question. (Sec. 6.) Parol evidence of its organization could no doubt be obtained, and would be sufficient, the written records being lost, if the fact or lawfulness of the organization was called in question before the two years expired.

Q. A district elected "Jere Smith" clerk; and then finding his name was really "Jeremiah," proceeded to the election of "Jeremiah Smith" as clerk. Does this in any way affect or invalidate the election?

A. The second election was mere surplussage, and does no harm, there being no doubt of course who was the person meant, whether called "Jere" or "Jeremiah."

Q. Is it lawful, according to chap. 81 Gen. Laws 1869, to raise money for building or repairing, or for anything except teachers' wages, after the 1st Monday in November?

A. Certainly. As to teachers' wages, if the district does not vote the necessary amount of money for a five months school by the 3d Monday in November, the Board is to determine the sum needed. (Sec. 12, sub-section sixth.) Chapter 81 of 1869, which amends Section 62 of the School Code, shortens the period for which taxes voted at annual meeting, and thereafter, are to be returned to town clerk for assessment. Any taxes voted after the 1st Monday in November, and up to the next annual meeting, are to be assessed and collected by the district officers, as provided in Section 64, and these taxes will perhaps usually be for something else than teachers' wages.

Q. Is a special meeting legal if called by the director or treasurer, the clerk not being absent?

A. The law names the clerk as the proper person to call the meeting, but if not absent, he may be sick or otherwise disabled from acting. It cannot be presumed that the necessary action of a meeting, otherwise lawfully called and held, would be deemed illegal by the courts, or set aside, on this account merely.

SUB-DISTRICTS.

Q. (*a*) If districts have already provided for schools, does the adoption of the "town system" annul the contracts, etc.?

Q. (*b*) If town lines are altered so as to place a sub-district in two or more towns, is it a joint district or not?

A. In answer to these and all similar questions, growing out of the transition from one system to the other, either way,

few general principles must be observ-
l: One system is not destructive of the
her. In adopting the new, the obliga-
ons contracted under the old are not
ischarged. So many of the features of
e old system as may be are retained, so
at the transition may not be needlessly
iolent. Where the new law is not explic-
in its terms or full in its present pro-
isions, the analogy of the old law must
e used to resolve doubtful points.

Under the guidance of these principles,
he question (*a*) must be answered in the
egative. The old districts are each and
ll to wind up their affairs, finish their
chools and discharge their obligations.
b) The territorial limits of the districts re-
nain as they were, until changed by the
own board of directors. The clerks re-
nain, as representatives of the districts,
nd are to be perpetuated, forming, col-
ectively, the town board. The functions
of the other two officers, director and
reasurer, pass over to the general board
nd to the town treasurer. Sub-districts
re to be regarded and treated as the old
districts, except as the law is changed.
They remain joint districts if they were
already such. They become joint dis-
tricts under the same circumstances as
under the old law. The change of town
lines would not of itself affect districts
as to territorial limits, rights or obliga-
tions. If a town is divided so as to place
a sub-district in two towns both adopting
the town system, such sub-district becomes
a joint district, under the power, as to al-
teration, of the two town boards of direct-
ors (Sec. 2); but under the "control," in
other matters, of the board of the town
embracing the school-house (Sec. 32). If
the town newly formed or set off does not
"adopt" the new system, by vote, as pro-
vided in section 37, it is under the old,
and the districts, if in part sub-districts,
from the old town, are to complete their
organization by the appointment of di-
rector and treasurer; but the schools be-
gun or provided for, and any other obli-
gations incurred, are to be carried out.
In this state of facts, any district joint
between the two towns will be subject to
section 33 or 34, town system, as the case
may require.

If these general principles are accepted and acted upon uniformly, until further legislation is had, it will prevent confusion and misunderstanding.

DISTRICT OFFICERS, ETC.

Q. What can be done if a man will not serve as a district officer when elected?

A. Under section 124 a fine may be imposed, but this will not fill the office. A more sensible expedient is for the district to make a purse of five or ten dollars, especially for the clerk, if the person elected says he won't serve without compensation. If this is not done, there is no course left but to fill the vacancy by continued appointment, until some one will serve.

Q. Can a district clerk deputize some one else to call a special meeting, if required, in his absence?

A. The statute (section 21) expressly provides that the director or treasurer shall call the meeting in the absence of the clerk; therefore the clerk cannot delegate any such authority.

Q. An agent came to me as clerk, to sell some apparatus; I declined to treat with him. He afterwards got the director and treasurer to order some, but the district refused, at annual meeting, to take it or pay for it. Is the district bound by the purchase? If not, must the two members of the board pay for it?

A. The transaction was plainly unlawful. (See Sec. 48). The district is not holden for the debt. It is doubtful if the two members of the board are. The agent knew better than to sell in that way. Write to the company about it, and if they are wise they will take away the goods, and remove the agent too, if that is his style of leading school officers to act in an unlawful manner.

Q. I applied for a dictionary, for this district, as clerk; but when I presented the bill for express charges, at annual meeting, they refused to pay it or to accept the book. What shall I do?

A. The book belongs to the district; quietly put it in the school-house in the care of the teacher, when school opens, or if already open, and if you are content to lose the express charges that ends it.

If not, ask again to be paid, or bring suit, if you like. The district must be a strange one to refuse so valuable a gift. Your action was all lawful.

Q. The director and treasurer hired a teacher, and signed a contract, without calling any meeting of the board. Has the clerk any right to draw an order to pay the teacher?

A. He can justly decline to recognize the contract, but he is not obliged to, if willing to waive his objections. For the sake of the district and teacher, this may be the better course.

Q. Is a signature of a district officer to a contract valid, if written in German letters?

A. Most certainly. The man may not be able to write his signature in English letters. "His mark" would do, if he could write neither.

Q. A director tendered his resignation; but before any action was taken he withdrew it, on request. Is he still a legal officer?

A. He must be so regarded. Strictly speaking, the law does not contemplate resignation and makes no provision for it. If a district officer absolutely declines to serve his office any longer, that amounts to a vacation of the office and the vacancy may be filled, but he may be fined. In this case it seems the man thought better of it, and receded from a proposed violation of law. The law is just a little despotic, and probably is not often enforced by the fine.

Q. The district voted a four months winter school, fixing no time to begin. The board do nothing, and seem inclined to do nothing. What can we do?

A. You can call a special meeting, fix a time when the district desires the school to begin, pass a resolution, calling on the board to act, and if they still do nothing, proceed against them by *mandamus;* or, you can have them turned out, under Sec. 124. Of course you must be able to make out a case, to accomplish anything. The board is not bound to open school on a certain day named, but is under obligation to perform its general duties.

Q. Does the decision of the Supreme Court mentioned in the October number of the JOURNAL (p. 389) give the parent power to decide what branches shall be taught in school, or does it rest with the board?

A. The common branches must be taught, as provided in section 55. The board decides whether any additional branches shall be taught or not. The parent has nothing to say on this point, except (as the decision seems to be) in reference to his own child.

Q. We have an unused school room: can the board rent it?

A. No authority is given the board by law to do it, and it might interfere seriously with the school

THE SCHOOL-HOUSE.

Q. Can a district board add a room to the school house, and hire an additional teacher if needed?

A. Such action must be preceded by a vote of the district to that effect.

Q. If a tax-payer gives notice to the board that he objects to having the school-house used for anything except funerals, does not that exception render his notice void and of no effect?

A. It merely estops him from making any complaint if it is afterwards used for funerals. The board should heed the notice in other respects, if they wish to avoid any issue about the matter.

TAXES.

Q. Is it my duty, as town clerk, to include in the assessment roll a tax voted at a so-called annual meeting held on the 14th of September?

A. The tax thus voted would be illegal as would be all the proceedings. If the tax was regularly returned to you, however, you are not obliged to know whether it was voted legally or not, but if you do know it, it will be better for the district not to have it included, and the district can set matters right by voting taxes at a special meeting, to be returned to you, if there is time, if not, assessed and collected in the district.

Q. Has a county treasurer any right to withhold the tax for school purposes from any town?

A. Under ordinary circumstances, the

ax is not to be withheld. Whether any pecial cause would justify it would be a uestion to be determined when it arises. Sometimes the town and county treasurrs merely exchange receipts for this tax.

NON-RESIDENT SCHOOL CHILDREN—SCHOOL MONTH, ETC.

Q. Children, whose parents do not reside in this district, are sent here for the purpose of attending our school; they live here, receiving board and lodging in families residing in the district; would it be lawful to require from them a tuition fee?

A. It has repeatedly been answered, to questions like this, that children are *legally* entitled to free tuition *only in the district where they have a legal residence*, and that, presumptively, is where their parents reside. The last sentence of the last paragraph on page 48 of the School Code touches on this subject. Of course a school board should give the pupil the benefit of any doubt as to his legal residence. (See comments on p. 49, School Code.)

Q. Is the teacher, under any circumstances, obliged to accept them, if the board has admitted such children?

A. The teacher is not empowered to revise the decision of the board; but if he thinks extra work is imposed upon him, not justly called for by his contract, he can demand, and perhaps recover, extra compensation. A thoughtful teacher will see to all these points in entering into contract.

Q. Please state in the JOURNAL how many days constitute a school month.

A. So far as the teacher is concerned, any number may be agreed upon in the contract. If the contract is silent on the subject the law makes the teacher's month 22 days. So far as relates to the right of a district to draw school money, "5 months" is declared by the law to be 100 days, including legal holidays. This matter has repeatedly been explained in the JOURNAL, but the question is still repeatedly asked. It is to be hoped the Legislature will bring the two sections of the law (Chap. 168, Gen. Laws 1871) into harmony. As they stand, they create endless misapprehension and misunderstandings between boards and teachers.

THE TEACHER—THE BOARD—THE COUNTY SUPERINTENDENT.

Q. If a teacher is marked 7 in arithmetic, and teaches up to that standard, can the board dismiss him because he cannot work all the hard problems, a copy of his certificate being attached to the contract, and his standing marked thereon?

A. The board would be justified in dismissing a teacher who seriously failed in his work. It is not probable a court or jury would apply a "scale of 10" to his teaching, but simply determine from the facts proved, whether he failed in this part of his work. The number 7 on a certificate opposite any branch, refers to the holder's comparative knowledge of that branch, but he may know much better than he can tell.

Q. In the same case, would the county superintendent be justified in annulling the teacher's certificate?

A. He would be justified in this if he found evidence of serious inability to teach arithmetic, or that his previous estimate of the teacher's knowledge of the subject was wrong, and that he was signally deficient.

Q. Must a teacher of German have a certificate for both German and English?

A. If he is the regular teacher of the school, he must have a regular certificate, and it would be proper that the certificate show his proficiency or standing in German if the superintendent can examine in that branch; but if he is merely employed, under Chap. 50, of 1862, as an "instructor" in German, one hour a day, it is not necessary that he be "qualified" teacher—*i. e.*, one holding a certificate to teach a common school.

Q. Am I required to teach algebra, being hired with a third grade certificate?

A. If there was no agreement or understanding that you should teach other than the common branches, you cannot be expected or required to do so on your contract.

Q. Under Sec. 105 can the county su-

perintendent require me to be examined in additional branches?

A. Not unless you are to teach them. In this case it is proper that you submit to an examination in these branches. He may also require an examination in any of the branches covered by the grade of certificate which you already hold.

Q. Am I required to have "a recommend" to get a 2d grade certificate in W—— county?

A. The law is the same for all the counties. The superintendent may require for every grade, some testimonial as to character, from strangers, or some evidence as to success in teaching for a 2d grade, or 1st. "A recommend" is not explained, either in Webster or Worcester.

Q. I hold a 1st grade certificate, given Oct. '73; do I need a new one from the present superintendent?

A. Not till Oct. '75, unless he demands a re-examination, under Sec. 105. Otherwise, your certificate is good two years from date.

Q. Can a county superintendent annul certificates by giving notice to that effect in the county papers?

A. A superintendent can annul certificates only in the way provided in sections 108 and 109.

Q. Can a county superintendent date back a certificate, a week or month?

A. Where a teacher has no right to a certificate, until examination takes place, dating back does not seem to be justifiable. If it might be dated back a month, it might be six months or a year.

Q. Has a county superintendent any authority to license teachers without any examination?

No authority is given to a county superintendent to issue a certificate without any examination as to the qualifications of the applicant. In the most extreme case, some questions could be sent and answers returned through a third party.

Q. Can I properly refuse certain religious persons called "sisters" examination for certificates, it being known or believed that they will teach the catechism of their church in their schools?

A. No religious test can be applied to candidates for certificates. Those who can pass examination, under section 109, are entitled to a certificate. The remedy for a violation of section 3 of article 10 of the constitution (school code, p. 4), is of a different nature from refusing a certificate. It is not to be assumed that any person will violate his trust. If he does so, he is not a suitable person to be employed in the public schools.

Q. Am I obliged to go to the "house" or place where such persons reside, to give them examination?

A. No discrimination for or against any class of persons should be shown, on account of religion, race or position. All regular examinations must be public, and in the appointed districts and places. Private examinations may be granted for good reasons, as for instance sickness or unavoidable absence.

Q. Is non-attendance upon an institute a sufficient reason for refusing an examination or certificate?

A. Not in itself; the absence may be necessary and reasonable. Good teachers will of course desire to attend, and will attend, so far as practicable, but of their ability to attend they are the judges, not the superintendent. Teachers are not obliged by law to attend institutes, but superintendents are thus obliged to examine applicants and grant certificates, as occasion may require. It may be taken for granted, however, that no superintendent will act arbitrarily in such a matter, since by so doing he will soon lose the confidence of the public and of his teachers.

Q. Do you advise superintendents to endorse certificates from other counties?

A. They have no power to do so. (See opinion of Attorney-General, p. 63, school code.)

He who secures obedience through the instrumentality of blows, is but a mechanic among educators; a sort of blacksmith, who forms his plastic iron shoes. He who, through personal power, induces ready submission and discipleship, is a professor, and his calling is a profession. —*Nat. Teacher.*

EDITORIAL MISCELLANY.

CLOSE OF THE VOLUME.

Those whose subscriptions expire with this number will please NOTIFY US IMMEDIATELY, if they do not wish to continue. We send Bills to all whose subscriptions appear to remain unpaid, for 1874, and request that the amount may be forwarded without delay. This is a matter of simple justice, as we cannot pay our printing and paper bills, unless subscribers and advertisers pay theirs.

NEW POSTAGE LAW.

From and after the 1st of January the law obliges us to pre-pay postage on the JOURNAL—unless the present Congress repeal the law before it goes into operation, as some anticipate they may do. We shall cheerfully meet this additional expense, in regard to all who pay their subscriptions for 1875 in advance, but shall feel that it will be right to charge the postage in the bill to those who do not pay in advance.

Semi-Annual Meeting of the Wisconsin Teachers' Association, at Madison, Dec. 28—30, 1874.

PROGRAMME.

MONDAY EVENING.

7.—Opening Exercises.

"Examinations."—Prof. Alex. Kerr, Prof. S. R. Winchell.

Discussion of the above Papers.

Reports of Committees:—"County Superintendency."—Messrs. W. D. Parker, W. H. Chandler, A. O. Wright.

Chartered Association."—Messrs. W. H. Chandler, J. B. Pradt, A. F. North.

Business.

TUESDAY MORNING.

9.—"Training Schools in Connection with Normal Schools."—Pres. G. S. Albee.

"The True Function of the College."—Pres. A. L. Chapin.

Discussion of the above Papers.

Report of Committee on "Free Tuition in Higher and Professional Schools."—Pres. O. Arey, A. F. North, H. C. Howland, W. J. Waggoner.

Business.

TUESDAY EVENING.

7.—"Co-Education of the Sexes."—Pres. W. C. Whitford.

"What Not to Learn; and What to Learn."—Pres. John Bascom.

Discussion of the above Papers.

Report of Committee on "Educational Needs in the State."—Messrs. C. F. Viebahn, E. A. Charlton, E. H. Sprague, and Miss Moody.

Business.

WEDNESDAY MORNING.

9.—"Problems in the Management of Graded Schools."—Prof. B. M. Reynolds.

"Elementary Instruction."—Prof. Robt. Graham.

"Intermediate Schools."—Prof. A. R. Cornwall.

Report of Committee on "Academic Culture in State System."—Messrs. Edward Searing, W. D. Parker, J. Q. Emery.

WEDNESDAY EVENING.

7.—"The Geological Survey."—Prof. T. C. Chamberlin.

Discussion: "How Far May the State Provide Education for her Children at Public Cost?"—Messrs. A. Salisbury, S. Shaw, N. C. Twining, O. R. Smith.

Report of Committee on "Feasibility of adopting a course of study, and work for a term of years, for Teachers' Institutes."—Messrs. D. McGregor, W. H. Chandler, J. H. Terry.

RAILWAY AND HOTEL SPECIAL RATES.

The Green Bay and Minnesota Railway will sell round trip tickets at sixty per cent. of full fare.

The Wisconsin Valley Railway will sell half-fare tickets each way on presentation of a certificate from county or city superintendent.

The Milwaukee, Lake Shore and Western R'y will charge full fare to Milwaukee and grant one-fifth fare return tickets.

The Vilas House will entertain at $2.00 a day.

The Park Hotel will entertain at $1.25 to $3.00 a day.

The Capital House will entertain at $1.00 to $1.25 a day.

Hotels will charge extra for fires. Private boarding houses will entertain at usual prices.

That all may attend the meetings of the Superintendents, Tuesday and Wednesday afternoons, Dec. 29—30, there will be no sessions of the Association.

But three Railways have granted *special rates*. Observe, however, that the present regular rates are very near the former special rates. On this account therefore none need necessarily be kept from attendance. The business of the meeting is of a character that demands the attention of progressive school men. A general attendance is solicited.

J. Q. EMERY, President.
A. J. HUTTON, Secretary.
B. M. REYNOLDS, Ch'n Ex. Com.
W. D. PARKER, Transpt'n Clerk.

DEC. 1, 1874.

THE CONVENTION OF SUPERINTENDENTS.

There are many important and self-evident reasons for at least an annual meeting of the County Superintendents. In the judgment of the State Superintendent there are now special and exceptional reasons for desiring a convention of these officers, and one that shall represent, as fully as possible, all sections of the State. Several proposed and important changes in the relations of the Superintendents to the Department are contemplated and will be submitted for discussion. The following circular has recently been sent to County Superintendents, and it is hoped that they will respond by their presence as generally as circumstances will allow. The presence of City Superintendents, as well as those of Counties, is desired and invited:

OFFICE OF SUP'T OF PUBLIC INSTRUCTION,
MADISON, Nov. 24th, 1874.

DEAR SIR:—A Convention of County Superintendents will be held at the Capitol, in Madison, on Tuesday and Wednesday afternoons, Dec. 29th and 30th, 1874, at which you are earnestly invited to be present. Subjects of more than usual importance and interest will be presented for discussion and a large attendance is desired and expected. Among the more important questions before the Convention will be the following:

(1). Is a uniform State examination of Teachers, under a system like the Canadian, desirable for Wisconsin?

(2). Is Town uniformity in text-books desirable and attainable? And should text-books be purchased by the Town and furnished to pupils free of expense, as school houses and tuition? (This is now a successful law in Maine).

The Semi-Annual Meeting of the Wisconsin Teachers' Association will be held at Madison, Dec. 28-30, 1874. No sessions on the afternoons of Tuesday and Wednesday, in order that Teachers may attend the above meetings of the Superintendents. Very truly yours,

EDWARD SEARING,
Supt. Pub. Instruction.

DEBATING SCHOOLS.

Winter, the season of less muscular, is, on the other hand, the season of more mental activity than any other. Whether the clear, cold air is better adapted to stimulate intellectual action, or whether there is simply more leisure for it, it is certain that in this latitude there is in winter more general activity and growth of mind than in all the other seasons combined. The schools are now fuller than at any other time. There is more diligent reading of papers and books. Lectures are more numerous and better attended. All kinds of literary and semi-literary societies now flourish.

The season and these attendant facts and reflections have led us to meditate a brief article on village and country Debating Schools. We have always held these in high esteem. We refer not so much to literary societies in which the exercises consist largely of previously prepared papers or declamations, but to the practice of extemporaneous discussion,—good, old fashioned Debating Schools.

A knowledge of parliamentary rules, the readiness, fluency and self possession in speaking to an assemblage of people that come only from practice, the habit of investigating subjects which one is expected to discuss in public,—these are attainments and accomplishments every way admirable and useful. And they are within the reach of almost all. No faculty is more easily cultivated by habitual exercise than speech, and, under certain wise restrictions, the cultivation of no other faculty is so largely productive of good to the individual. Speech is the flower of thought. Thought cannot attain a good growth without it.

To speak well is to think well, and one cannot think well unless he often puts his thoughts into speech, oral or written. And it is much easier for most persons to reach the accomplishment of good extemporaneous speaking than good writing.

To read, to investigate, to think *for the purpose of talking* is an admirable means of self-education. Henry Clay was a finely educated man, although his "school days," so called, were limited to a few weeks or months. He educated himself by reading books, carefully, critically, for the express purpose of afterwards talking upon the subjects he had read. He was a diligent attendant and member of a Debating Club, where, perhaps, his ambition was originally fired; but his first extemporized speeches were, as he asserted, often addressed to an audience of cows and horses in a barn, or to one less animate in a cornfield or forest. He declared that in early life he continued for years the practice of daily reading some "subject" and then of discoursing thereon to such an audience as we have mentioned. To this practice he largely ascribed that wonderful power of ready, luminous and fascinating speech that made him the most attractive if not the most powerful orator of his time.

"Improve then," said he when addressing the students of a Law School, "the advantages you here enjoy. Let not a day pass without exercising your power of speech. There is no power like that of oratory. Cæsar controlled men by exciting their fears or stimulating their passions; Cicero by convincing their judgment and captivating their affections. The influence of the one perished with its author; that of the other continues to this day." We quote from memory, but we think with substantial accuracy.

Let the opportunities which the present Winter will afford for Debating Schools be improved. Let the young men of the villages and country districts organize societies, adopt a brief but efficient Constitution and Code of By-Laws, make all their proceedings conform strictly to parliamentary rules, choose such subjects for discussion as will be interesting and profitable without engendering ill feeling, and then throw all their energies into investigation, preparation, and discussion.

We know some country districts in which these Debating Societies are as perennial as the season; and they are districts in which not only as a cause, but as a result, intelligence abounds to an unusual degree. There the most papers and books are read, ideas are at a premium, and life is more enjoyable and successful.

The teacher is often the proper person to inaugurate the enterprise we are commending. If the society be properly conducted it will prove a benefit both to himself and his school. We know whereof we affirm, for years ago when we taught in country and village districts, we deemed a Debating Society essential to our Winter's happiness and success. Fragrant memories of those discussions—the leading and most attractive events of the neighborhood—linger and are cherished.

O teachers and young men and maidens of villages and country districts and towns, dedicate as little as possible of this Winter to frivolity and mere amusement, or to idleness. Give it rather to self-cultivation, to such reading, thinking, writing and talking as will make you intellectually and morally stronger and wiser and happier.

Thus saith the State Superintendent.

THE River Falls Normal School building is enclosed and the furnaces are in position. This is all that was provided for and anticipated during the present year, and insures its easy completion in time for the opening of the school, Sept. 1st, 1875. We learn from those who have recently inspected the structure that the work thus far done is of a very superior character. All our readers may not know that this new Normal building is much larger than any of the other three. The popular confidence and patronage that have filled the others to overflowing, and even rendered large additions necessary, fully justify the Board in adopting a generous scale of size and convenience in this last enterprise.

We do not grudge to the Normal Schools their magnificent million dollar foundation fund, nor their stately and palatial buildings. The money is invested for a noble purpose, and the buildings have not a whit too much of size, beauty or convenience. The school buildings of the State ought to possess these virtues largely. But when we go from these richly built and dowered structures to the poverty and inconvenience, and threadbare shabbiness, and positive unhealthiness of the chief building of the State University, we feel ashamed and pained and provoked.

Oh, the unwisdom of the elder days, when the State allowed the frittering away of an inheritance that might have to-day been counted even by millions; that might have to-day made the Normal Schools poor in comparison with a thrice-wealthy University; that might to-day have provided for the latter regal buildings and appliances, and made it more than the peer of the greatest State University in America, the pride of our sister Michigan!

The fearful mistake—blunder—ought never to have been made; yet it is useless simply to mourn over it. It is better to believe that the State can and will yet repair the mistake. The University is still comparatively poor. The State is now comparatively rich and great. Lands that a wise guardianship would have located and kept for an increased value, were sold at a merely nominal price, and have been supporting nearly a generation of tax-payers.

If any one doubts the need—imminent, pressing need—of the new Hall of Science, for which the Regents will this winter ask the state to provide, let him visit the University during class hours, and see for himself the crowded and inconvenient rooms, breathe the air that no available means can keep respirable and at the same time comfortable for five consecutive minutes; and observe the generally inadequate accommodations for the throng of students now over-crowding the solitary building that so poorly attempts to provide at once recitation rooms, laboratories, cabinet rooms, library, chapel, and one knows not what else, within its own fearfully and wonderfully made labyrinths.

The Faculty of the University is a strong one. The students are earnest and multitudinous. The number now enrolled in the regular classes is much greater than ever before in its history. The institution is in process of vigorous growth. The people may confide in it—do confide in it—for it is crowded to repletion with students from all parts of the state. The question is, will the state adequately provide the additional accommodations now urgently demanded by the increased and increasing prosperity of their University.

In the lecture which Senator Schurz is this winter delivering—"Educational Problems"—he is not only again justifying his great and unique fame as a scholar and orator, in a country and language not his own, but he is especially attracting the attention and winning the gratitude of the educational men of the conntry. In choosing the above subject, and in his admirable treatment of the theme, he shows independence, a thorough knowledge of human nature, and a large comprehension of the character of the "problems" he discusses. We shall give in our January issue an abstract of the lecture as recently printed in the New York *Tribune*.

We look upon Mr. Schurz as the ablest man now in the United States Senate. His senatorial career has been a continued and brilliant, yet solid success. He finely illustrates the value of culture. But in him are combined, in a remarkable degree, both German scholarship and the American, practical, faculty. He is by no means a mere theorist and rhetorician. Admirable as a scholar, he is no less admirable for his common sense. This is no where better illustrated than in the lecture to which we have referred.

We speak in no sense as a partisan, but believe we represent the sentiments of intelligent, fair-minded men of all parties, when we say that the loss of Carl Schurz from the Senate he so conspicuously

adorns, will be a national misfortune. We hope, even against hope, that Missouri will forget party considerations, and so far honor the man and herself and the nation at large, as to add another six years to the term that has been long enough for the Senator's glory, but too short for the good of the country.

THE ASSOCIATION MEETING.

We call special attention to the excellent programme of the approaching meeting of the Wisconsin Teachers' Association. In order that we might print this complete we have delayed for a few days the publication of the present issue. We hope there will be a large attendance.

While all but two or three railways have refused to grant special rates, the present reduced legal rates are, as President Emery intimates, so near the former special ones, that we feel sure this refusal will have no effect upon the attendance.

The semi-annual meeting of last winter was one of much interest. Judging from the names and topics upon the programme, from the wise arrangement that permits every one to attend all the sessions of both conventions (Teachers and Superintendents), and from certain signs in the air indicating a purpose to seek legislative sanction for some important projected changes in the School Law, we infer that the approaching meetings will at least lack none of the interest of those held last winter.

THOSE who heard Dr. Chapin read before the July meeting of the State Teachers' Association, the wise, earnest, and impressive words we herewith fitly publish as our leading article, will not need to be reminded that they are worth their perusal and preservation in these pages. To those of our readers who were not present we cannot better commend them than in the words of another college president, who sat near us during the reading, and, when urged to participate in a discussion of the paper, said quietly but earnestly, "No. It is *too good to discuss*."

WE are under obligations to Prof. S. H. Carpenter, of the University, for an article on "Public Instruction in Italy," translated by him for the JOURNAL from the Revue Des Deux Mondes. Our readers will find it a source of both interest and surprise. What marvellous changes have been wrought in this classic peninsula within a few brief years! What better proof of its regeneration, and augury of a re-established greatness worthy of its ancient fame, than the figures and facts given in the article we print? Italy reunited, fostering popular education, meditating a compulsory school law, supporting 104 Normal Schools with over 6,000 pupils, and then, too, the girls beating the boys in the intellectual race!! Shades of the Past! Is it credible? Are we awake, or is it a vision of sleep? We just wish we could get back into childhood for an hour or so to know how it seems to find such facts in our geography and to study a picture of Jerusalem with a Railroad Depot. But then these things are probably as much ordinary matters of fact to the school boy of to-day as was to us in those other years the "Australian on his log," clothed only in sunshine, but illustrating the "best society" of the Third Continent,—or the "Indians gathering wild rice" in the far away territory of Wisconsin.

THE Normal School Fund reached on the 30th day of September, 1874, according to the recently published report of Secretary Doyle, the handsome sum of $973,806.34, an increase during the previous year of over $55,000. The next annual report of the Secretary will undoubtedly represent this fund as beyond one million dollars. The responsibility to the State of the Board that controls the income of such an amount is no light one.

THE number of Graded school graduates who entered the State University at the beginning of the present collegiate year was 42. Those thus entering the two previous years were 11 in 1872, and 36 in 1873.

We have recently visited and spent some time at each of the State Normal Schools, examining somewhat closely into the everyday work of teachers and pupils. Such examination we had not before had the opportunity of making, except once briefly at Whitewater.

It is not our intention to print here aught of the copious notes of what we saw and thought, taken in our recent visit. We can simply say that the first impressions we received months before from these noble schools, and which were printed in the July number of the Journal, are now convictions. In a general way we could add little to what we then wrote. In specific directions we hope ere long, in proper time and place, to say something more.

Richland County.—A Four Weeks Institute was held for this county, at Richland Center, commencing August 3d. The spirit which animated it, and the results which attended it, are pretty well indicated in the following resolutions, passed at the close:

Resolved, That as members of this Institute we have received such benefit from the instructions given here as would be impossible for us to obtain in the same time from any other source within our reach, and we heartily recommend all persons who desire to teach intelligently and successfully to attend Institutes whenever held.

Resolved, That we go forth from this Institute feeling better qualified for the teachers' work, and with the honest determination to do more and better work wherever called to labor.

Resolved, That our thanks are tendered to Prof. Whitford for his instructive lecture, to Mrs. Eastland and Miss E. Daggett for their suggestive and encouraging essays; to Messrs. Thayer, Earthman and Parker for their zealous labors in our behalf; to the Baptist Society for the use of its church, and to the Presbyterian Society for the use of its organ.

The State Superintendent has appointed Thomas Clark, of Superior, County Superintendent of Schools of Douglas county, in place of Dr. J. S. Graham, resigned. Mr. Clark is District Attorney elect of that county. This is the fifth vacancy thus filled during the present year.

BOOK NOTICES, ETC.

First Steps in General History. By Arthur Gilman, M.A., author of "First Steps in English Literature," etc. New York: Hurd & Hougton. 385pp. 16mo.

Mr. Gilman has a terse and felicitous style, well adapted to the task undertaken, which is almost as difficult as to write the Lord's Prayer on your thumb nail. Ancient History is photographed in 57 small pages, and more than half the book is occupied with the great facts of Modern History. The book is well calculated to give the young a taste for historical reading, and the author indicates many directions in which it can be gratified. We did not think when we took this charming little book in hand that so much could be so well said in so little space.

A School History of Germany: From the Earliest Period to the Establishment of the German Empire, in 1871. By Bayard Taylor. New York: D. Appleton & Co. 608 pp. 12 mo.

Anything written by Bayard Taylor will attract attention. We think his *forte* is as a traveler—and a delightful writer of Travels. The present book is not one of original and profound research, but a graphic condensed narrative, based on the recent works of Dittmar, Von Rochau and David Muller, and something of the writer's usual vivacity of style is introduced. Mr. Taylor, by his familiarity and warm sympathies with Germany, is peculiarly adapted to the task he has undertaken, and has executed it well. Rightly conceiving that the History of Germany is not so much the history of a nation as of a race, he has given as lucid a narrative as the complexity of the subject admits, and has avoided the childish style of some writers of school histories. Some directions are given for the pronunciation of German names, when not conventionally settled on English usage, and maps and illustrations are freely introduced. Upon the illustrations we can bestow very slight praise. We hope the next edition will exhibit an improvement in this respect.

MONTEITH'S ELEMENTARY GEOGRAPHY, and MONTEITH'S COMPREHENSIVE GEOGRAPHY. A. S. Barnes & Co.; New York and Chicago.

The latter of these excellent geographies was appropriately noticed in the JOURNAL several months ago. It was designed by the author to be adapted to pupils of every grade, to contain within the moderate limits of a single book all the geographical knowledge needed by ordinary pupils. It was the interminable "series"—against which everybody was rebelling—boiled down into a much smaller and equally palatable dose. The plan and the execution were both excellent. One would suppose the boys and girls and teachers and parents all satisfied.

But no, the most juvenile geographers were not satisfied. Little voices from the schools piped for something smaller and more "elementary," and we think that in the former of the above books Mr. Monteith has so exactly met their needs that he can now, after finished conquests, and with coffers overflowing with tribute, "live happily and comfortably all the rest of his days."

The little book has all, and even more than all the modern improvements for teaching geography by means of pictures, maps, charts, diagrams, map drawing and blackboard exercises. Everything that can interest and instruct appears to be in, and everything that is wearisome, or useless, or both, is judiciously omitted. We are altogether pleased with the work and commend it to teachers and school boards.

THE NATIONAL TEACHERS' MONTHLY. A. S. Barnes & Co., New York and Chicago.

The first number of this new journal fully meets our expectations. It is bound to be a success. How could it be otherwise with the material and business resources of its publishers, united with the sparkling intellectual and editorial ability, and the good sense withal, of the late editor of the *Chicago Teacher?* We hope the publishers will realize their hope of 50,000 subscribers. Terms $1.00 a year; 75 cents, if received before January 1st, 1875.

THE NURSERY for December completes the sixteenth volume or fourth year of this capital "Monthly Magazine for Youngest Readers." We speak advisedly when we say that the plan and execution of this little publication are worthy of the highest praise. It is, for children from three or four to twelve, a monthly source of delight and instruction. Its articles are admirably adapted and graded to their capacities and the pictures are numerous and in the best style of the engraver's art. To our own brace of boys, 4 and 8, its monthly visits are *events* looked forward to with impatience and thoroughly enjoyed when at hand. We cannot commend the *Nursery* too highly for the little folks. Terms $1.00 a year, free of postage. Send this amount to the publishers and get the volumes for 1875, with the last two numbers of 1874 *free*. The latter will be appreciated by the youngsters as Christmas presents. Or send 10 cents for a specimen copy. Address John L. Shorey, publisher, 36 Bromfield street, Boston, Mass.

ST. NICHOLAS for December is, as usual, brimfull of interest for not only the youngest readers and hearers, but also for the old boys and girls,—say up to the age of about 70. Charles Dudley Warner says of it what is precisely the truth: "Never before, I think, has so much literary and artistic talent co-operated in the service of children, and I will not resist the hearty impulse to say to you that you have made the best magazine for children of all ages I have ever seen; it is even more entertaining for grown people than some of the quarterlies. * * * I do not see how it can be made any better, and if children don't like it I think it is time to begin to change the kind of children in this country." Subscription price $3.00 a year, postage paid. Address Scribner & Co., 654 Broodway, N. Y.

THERE is this difference between wisdom and happiness. He that thinks himself the happiest man, really is so; but he who thinks himself the wisest, is generally the greatest fool.

THE WESTERN FARMER, published in this city by Messrs. Morrow & Bro., is one of the best Agricultural papers we read. It is edited with much ability and good taste, and is worth to any practical farmer many times the small cost of subscription. We read it as regularly, as thoroughly, and with as much satisfaction, of its kind, as we do the *Nation*, that intellectual prince of American papers, which has been about as necessary to our mental, as food to our physical well-being.

The pure Agriculture of the *Farmer* has of an evening a wonderfully sedative influence upon our feelings, harrassed by the anxieties and labors of the day.

It is one of the good omens of the present that the Agricultural literature of the country is so excellent and so widely appreciated. The number, the high character and the large circulation of purely Agricultural periodicals in the United States are surprising, and one of the facts that induce us not yet to despair of the Republic, notwithstanding sundry other inauspicious signs.

LIPPINCOTT'S MAGAZINE.—The December number, completing the fourteenth volume of this delightful monthly, is here, bearing upon the face of it unmistakable indications of constant and confident improvement, and a growing success. Lippincott's is one of the most cosmopolitan of our American magazines and under its present energetic management is strengthening itself in the minds of the people every year. It is American, but not sectional or partisan. It is rapidly securing for itself an enviable individuality, and filling a place in our literature not filled by any other magazine. Its stories are not only attractive but wholesome reading, and this is important. Our Monthly Gossip is always full of happy selections. The book criticisms are able and discriminating, and with this number the fourteenth volume reaches its completion, with every indication of future prosperity. Published by J. B. Lippincott & Co., Philadelphia, at $4.00 a year, postage free. Now is the time to subscribe.

NEW "TRIBUNE EXTRAS."

No. XXI. Whitney, Higginson, Elliott, Lowering, Le Conte, Marsh, Hunt, etc., etc.

No. XXII. Bayard Taylor. (Letters from Egypt and Iceland, in sheet form only.)

No. XXIII. Tyndall, Huxley, Owen, McCosh.

Price by mail, postpaid, in sheet form. 10 cents each; in *Pamphlet*, 10 cents.

FIFTEEN EXTRAS FOR $1.00.

Send for full catalogue, with contents of each number. Address

THE TRIBUNE, New-York.

EDUCATIONAL and COLLEGE LIST.

Only List, of the kind, published in the United States. For ADVERTISING RATES, send to

T. D. KELLOGG,

General Advertising Agent and Printers' Supplies.
5 BEEKMAN ST., N. Y. P. O. BOX 5,[illegible]

School Teacher!

You can double your salary by selling "The Centennial Gazetteer of the United States," evenings, Saturdays and during vacation. The best contains information of great value to yourself, your pupils and their parents. For particulars address ZIEGLER & McCURDY, Chicago, Ill.

AWARDED TO E. STEIGER FOR EXCELLENCE OF Educational Publications.

Kiddle and Schem's

Cyclopædia of Education

will be published by **E. Steiger.**

Particular attention is invited to Ahn-Henn's *German Series*, Ahn-Henn's *French Series*, Reffelt's *German Readers*, the *excellence* of which is signally attested by their *extensive introduction* (without the aid of any Agents) into the Public Schools of New York, Milwaukee, Chicago, Cleveland, Dayton, Hartford, Rochester, and over 60 other cities—also to Doual's *Rational Reader*, Reffelt's *Arithmetics*, Schedler's *Globes* and *Relief Maps*, and to *Kindergarten Literature* and *Kindergarten Gifts*.—*German Books* a specialty. Large stock on hand. Catalogues sent free.

No Agents in the field. ***E. Steiger,*** 22 & 24 Frankfort Str., NEW YORK

Vol. 4.] TERMS, $1.50 A YEAR.

WISCONSIN
Journal of Education

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

JANUARY, 1874.

CONTENTS:

Relations of Education,	Page 1	Compulsory Attendance at School,	Page 32
The Utility of Classical Studies,	11	Official Department,	33
Sanitary Regulations of the School Room,	16	Editorial Miscellany,	36
Convention of Teachers,	20	Other States,	41
Convention of County Superintendents,	38	Book Notices, Etc.,	42

EDWARD SEARING AND JOHN B. PRADT,
Editors and Publishers.

MADISON, WIS.:
DEMOCRAT BOOK AND JOB PRINTERS, MIFFLIN-ST.
1874.

Wisconsin Journal of Education.

Volume IV., New Series, 1874.

EDWARD SEARING, *Superintendent of Public Instruction,*

JOHN B. PRADT, *Assistant Sup't of Public Instruction,*

Editors and Proprietors.

As the circulation of the JOURNAL is now upwards of 2,000, its conductors hope, during the ensuing year, to have an increased number of contributors, and that it will be improved in proportion. Means have already been taken to obtain valuable contributions for future numbers, and it is intended that each issue shall be enriched with articles from able writers.

Terms—Single Subscriptions, $1.50.

CLUBBING.—A district clerk and teacher, or any other two persons, clubbing and sending their subscriptions in advance, shall receive the JOURNAL at $1.25 each; and names may at any time be added to the club, at the same rate. Nearly every one of our present subscribers can get one or more names for a club. In such cases, the added club subscribers must be NEW subscribers. It is not necessary that club subscribers all receive their copies at the same postoffice.

ADVERTISING.—It is needless to remark that the JOURNAL is a valuable medium for advertising. Terms reasonable, and communicated on request.

The Cheapest Paper in the World!

THE NEW YORK SCHOOL JOURNAL.

The only *WEEKLY* Educational Journal published in the United States.

It contains eight pages, (40 columns.) It has the largest circulation, the best **SCHOOL NEWS,** articles from the pens of the ablest writers, Literary and Scientific Notes and Selections.

Price **$1.50** (to Out of City Subscribers) **per Year,** *including Postage,* prepaid by us.

GEO. H. STOUT,
23 Park Row, New York City.

☞ SPECIMEN COPIES SENT FREE.

TEACHERS

Will please write for **FREE SAMPLES** of Reward Cards, Helps to School Management, Chromo Prizes, Monthly Reports, Registers, etc., to E. F. HOBART & CO., Educational Publishers, St. Louis, Mo., or H. F. HOBART, Beloit, Wis.

What Next? } 25 Cents.

Best, prettiest, and by far the cheapest magazine in the world, and wonderfully popular. Monthly, **25 Cents** a year. Magnificent Chromos, Engraving and "Sunlight" Paintings to every subscriber, and most liberal terms to *Agents* and those raising clubs. Specimen, 3-cent stamp, or with sample picture, **10 Cents.** Say where you saw this. JOHN B. ALDEN, Publisher, Chicago, Ill.

PERFECTION FOLIO

For BINDING and PRESERVING MAGAZINES, MUSIC, PAMPHLETS and NEWSPAPERS. Each number of a publication can be inserted as received, and is better and more tastefully bound than an ordinary book. Manufactured in the most elegant style, at very low prices.

☞ Send for Descriptive Price Circular.

COX, HENDERSON & CO.,
LAKESIDE BUILDING, CHICAGO.

THE "ECONOMY" CLUB,

For securing all the leading PAPERS, MAGAZINES and STANDARD and BEST NEW BOOKS at the lowest possible prices. *THE BEST TERMS EVER OFFERED.*

☞ Send for Priced Catalogue.

JOHN B. ALDEN, Manager, CHICAGO, Ill.

SEEDS

OUR BEAUTIFULLY ILLUSTRATED CATALOGUES for 1874, of

SEEDS AND PLANTS

Numbering 175 pages, and containing 2 fine large colored plates, are now ready. To our patrons they will be mailed as usual, free; to all others, on receipt of 25c., which we return in Seeds or Plants, with first order.

All purchasers of our Books, either **Gardening for Profit,** *or* **Practical Floriculture** *Price $1.50 each (prepaid by mail) have their names entered on our lists, and will receive above Catalogues annually, free of charge.*

Peter Henderson & Co.,
Seedsmen, 35 Cortlandt Street, New York.

PLANTS

University of Wisconsin,

MADISON, WISCONSIN.

This institution embraces the following Colleges and Departments:

COLLEGE OF ARTS.

Five Departments. General Science, Agriculture, Civil Engineering, Mining and Metallurgy, Military Science.

COLLEGE OF LETTERS.

Two Departments. ANCIENT CLASSICAL Department, in which the course of study is equivalent to that in the best classical colleges in the country.

MODERN CLASSICAL Department. French and German take the place of Greek.

FEMALE COLLEGE.

The course of study is comprehensive and varied, and is equal to that in the highest grade of Female Colleges. Ladies are admitted to all the courses of instruction in the University.

SUB-FRESHMAN CLASS or CLASSICAL PREPARATORY Department, and ENGLISH PREPARATORY Department.

LAW SCHOOL.

Judge P. L. SPOONER, Dean of the Law Faculty.

The Laboratories for instruction in Analytical Chemistry, Determinative Mineralogy and the Assaying of Ores, are believed to be the most complete in the country, west of the Alleghanies. Within a year a

QUANTITATIVE LABORATORY

has been opened, and numerous additions have been made to the apparatus in the different Departments of Science.

LIBRARIES.

are open to students, without charge, containing more than *SEVENTY THOUSAND VOLUMES.*

THE CURRENT EXPENSES

are less than in other institutions of equal grade. One student from each Assembly district, and all graduates of graded schools of the State who pass the required examination, are entitled to

FREE TUITION.

The institution is under the immediate charge of a President and twenty-six Professors and Teachers, and is, in all respects, in a highly prosperous condition.

For further information, apply to

J. H. TWOMBLY,
President.

MADISON, Sept. 26, 1873.

MADISON MUTUAL
INSURANCE COMPANY,

MADISON, WISCONSIN.

CAPITAL, - - $1,036,789.80.

DAVID ATWOOD,	PRESIDENT.
HIRAM H. GILES,	VICE PRESIDENT.
SAMUEL D. HASTINGS,	TREASURER.
DENISON WORTHINGTON,	SECRETARY.
H. H. GILES,	GENERAL AGENT.
B. E. HUTCHINSON,	ADJUSTER.

GIVES SPECIAL ATTENTION TO

FARM AND HOMESTEAD PROPERTY.

The Largest, Oldest, and Most Successful Company in the Northwest.

Losses Paid, Chiefly on Farm Property, Nearly $750,000.

New and Valuable Text-Books

FROM THE PRESS OF

Scribner, Armstrong & Comp'y,

NEW YORK.

GUYOT'S PHYSICAL GEOGRAPHY.

The publishers of Guyot's unrivalled Series of Geographies are gratified to announce that the master-piece of the great author is now ready. Educators desiring a new Text-Book in this branch are cordially invited to examine this work.

Felter's New Practical Arithmetic.

Prepared expressly for the Felter Series,

By Prof. S. H. PEABODY, of Mass. Agricultural College.

This book combines Mental and Written Arithmetic, is concise and clear in its definitions and rules, and contains an unusually large number of such practical problems as farmers, mechanics, and other business men have to solve.

SHELDON'S READERS.

Prepared by Prof. E. A. SHELDON, of Oswego Normal School, N. Y.

Superbly illustrated. Adapted to both the Phonic and the Word method of teaching reading. Simple facts in natural science incidentally taught in natural, child language.

WILLIAMS AND SOUTHERLAND'S PATENT COPY-BOOKS.

The patented form of these books is such that they take a small amount of desk room, and the page not in use is turned from the pupil so that it cannot be easily soiled.
Nos. 1 and 2 present a complete course of writing, including all the letters and capitals.

Guyot's Geographies, Felter's Arithmetics, Cooley's Philosophy, Cooley's Chemistry, Tenney's Natural Histories, Hadley's Lessons in Language, Etc., Etc.

☞ Descriptive Catalogues and Special Circulars may always be had on application. Address

THOMAS CHARLES,

Care Hadley Bros., Booksellers, 136 State St., CHICAGO.

Vol. 4.] TERMS, $1.50 A YEAR. [No. 2.

WISCONSIN Journal of Education

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

FEBRUARY, 1874.

CONTENTS:

The Relations of the Public Schools,	Page 43	Free Text Books,	Page 61
Sanitary Regulations of the School Room,	46	"Education, the Security of our National Future,"	63
Institute Work—1874	50	Absent-Mindedness and Mental Power,	74
Citizenship—State and National	53	The New President of the University,	65
The County Superintendent	55	Supervision of Schools,	67
Professor Agassiz at Penikese School,	57	Official Department,	70
Common School Education,	59	Editorial Miscellany,	73
Suffrage Without Education,	60	Book Notices, Etc.,	79

EDWARD SEARING AND JOHN B. PRADT,
Editors and Publishers.

MADISON, WIS.:
DEMOCRAT BOOK AND JOB PRINTERS, MIFFLIN-ST.
1874.

ARCHITECTURE.—BUILDING COMMITTEES WILL FIND A VARIETY of Modern Designs for School Houses, Court Houses, and Churches, on application to
Correctness of Estimates Guarranteed. E. TOWNSEND MIX,
1874.—Established.—1859. ARCHITECT, Milwaukee, Wis.

Wisconsin Journal of Education.

Volume IV., New Series, 1874.

EDWARD SEARING, *Superintendent of Public Instruction.*

JOHN B. PRADT, *Assistant Sup't of Public Instruction.*

Editors and Proprietors.

As the circulation of the JOURNAL is now upwards of 2,000, its conductors hope, during the ensuing year, to have an increased number of contributors, and that it will be improved in proportion. Steps have already been taken to obtain valuable contributions for future numbers, and it is intended that each issue shall be enriched with articles from able writers.

Terms—Single Subscriptions, $1.50.

CLUBBING.—A district clerk and teacher, or any other two persons, clubbing and sending their subscriptions in advance, shall receive the JOURNAL at $1.25 each; and names may at any time be added to the club, at the same rate. Nearly every one of our present subscribers can get one or more names for a club. In such cases, the added club subscribers must be NEW subscribers. It is not necessary that club subscribers all receive their copies at the same postoffice.

ADVERTISING.—It is needless to remark that the JOURNAL is a valuable medium for advertising. Terms reasonable, and communicated on request.

The Cheapest Paper in the World!

THE NEW YORK SCHOOL JOURNAL.

The only *WEEKLY* Educational Journal published in the United States.

It contains eight pages, (40 columns.) It has the largest circulation, the best **SCHOOL NEWS,** articles from the pens of the ablest writers, Literary and Scientific Notes and Selections.

Price **$1.50** (to Out of City Subscribers) **per Year,** *including Postage,* prepaid by us.

☞ SPECIMEN COPIES SENT FREE.

GEO. H. STOUT,
23 Park Row, New York City.

TEACHERS

Will please write for **FREE SAMPLES** of Reward Cards, Helps to School Management, Chromo Prizes, Monthly Reports, Registers, etc., to E. F. HOBART & CO., Educational Publishers, St. Louis, Mo., or H. F. HOBART, Beloit, Wis.

What Next? } 25 Cents.

Best, prettiest, and by far the cheapest magazine in the world, and wonderfully popular. Monthly, **25 Cents** a year. Magnificent Chromos, Engraving and "Sunlight" Paintings to every subscriber, and most liberal terms to *Agents* and those raising clubs. Specimen, 3-cent stamp, or with sample picture, **10 Cents.** Say where you saw this. JOHN B. ALDEN, Publisher, Chicago, Ill.

PERFECTION FOLIO

For BINDING and PRESERVING MAGAZINES, MUSIC, PAMPHLETS and NEWSPAPERS. Each number of a publication can be inserted as received, and is better and more tastefully bound than an ordinary book. Manufactured in the most elegant style, at very low prices.

☞ Send for Descriptive Price Circular.

COX, HENDERSON & CO.,
LAKESIDE BUILDING, CHICAGO.

THE "ECONOMY" CLUB,

For securing all the leading PAPERS, MAGAZINES and STANDARD and BEST NEW BOOKS at the lowest possible prices. *THE BEST TERMS EVER OFFERED.*

☞ Send for Priced Catalogue

JOHN B. ALDEN, Manager, CHICAGO, Ill.

SEEDS

OUR BEAUTIFULLY ILLUSTRATED

CATALOGUES for 1874, of

SEEDS AND PLANTS

SEEDS — PLANTS

Numbering **175 PAGES,** and containing 2 fine large colored plates, are now ready. To our patrons they will be mailed as usual free; to all others, on receipt of 25c., which we return in Seeds or Plants, with first order.

All purchasers of our Books, either **Gardening for Profit,** or **Practical Floriculture** *Price* $1.50 *each* (prepaid by mail), *if their names entered on our lists, and we receive above Catalogues annually, free of charge.*

Peter Henderson & Co.,
Seedsmen, 35 Cortlandt Street, New York.

PLANTS

TEACHERS WANTED TO ACCEPT

Vebster's Unabridged Dictionary.

is in the line of the School Teacher's duty, and at the same time his pleasure, to disseminate use-
nformation among the people with whom he associates. Hence, he or she makes the most suc-
ful agent in obtaining subscribers for a good newspaper.

The Cincinnati Weekly Times

he most popular Family Newspaper, of a national character and reputation, published anywhere
he United States.

he TIMES is emphatically the people's paper. lefends the interests of all.—T. J. ROLLINS, shall, N. C.

have taken the TIMES 14 years, and would ier have it than any other paper I ever read.—IN WATERS, Marion Co., Ohio.

find I can't get along without the TIMES. We e taken it about 16 years, and think it the best er published, having tried a good many others hat time.—Mrs. R. A. VESTAL, Annapolis, Ind.

think it is the best paper in the world. I like the way you talk in regard to Congressional frauds; and I also like your support of the Patrons of Industry.—J. C. LYON, Valley Junction, Iowa.

I do not know of any paper that is devoted to all the interests of the human family as much as the TIMES.—H. T. TRANSUE, Sand Cut, Pa.

We have been without it three years, and got poorer every year. Now I want the TIMES, and prosperity, as long as it is the reliable paper it has been in the past.—N. R. W., Mooresville, Mo.

VERY PATRON OF THE WEEKLY TIMES is presented, free of charge, with a copy of the **IMES ILLUSTRATED HAND BOOK,** an elegantly printed volume of 150 scientific and miscellaneous articles, ustrated with nearly 100 of the finest engravings. It also contains a *Diary for the year* 1874. In ue and attractiveness it is superior to any present ever before offered by newspaper publishers. **WEBSTER'S UNABRIDGED DICTIONARY** will be sent to any teacher or student o will send the publishers 15 subscribers for the *WEEKLY TIMES*, at the regular subscription ce of $2.00 a year; or for 60 subscribers at $1.50 a year; or the publishers will pay a liberal cash nmission for all subscribers sent them.

'or specimen copies of the TIMES, and circulars, address

febim **CINCINNATI TIMES CO., 62 W. Third St., Cincinnati.**

HREE DOLLARS brings you, by mail, *post-paid*, the very best

ELASTIC TRUSS.'

arranted the *best* made. Write at once to

POMEROY & CO., 744 Broadway, N. Y.

A NEW ARTICLE OF

STATIONERY

oft, strong, white paper, put up in packages of ie hundred sheets, firmly bound; most convenit for pencil writing; slate is dispensed with; fine ipper saved. Samples by mail, prepaid, 20 cents ch **AGENTS WANTED** on liberal terms. ddress **T. D. PLUMB, Jr.,** Madison, Wis.

DO **TRY IT 3 Months for 10 Cents;** or with **$3 Chrome, "Putnam at the Plow,"** 15½x22 inches, for **50 cents:** or **6 Months** with **"Flowers of Paradise,"** a first-class **$6 Chrome,** 15½x21 inches, in eighteen colors, for **$1.00. The National Agriculturist** is a sixteen-page paper of 64 columns, handsomely illustrated in all its departments. One of the best **Agricultural** and **Family** papers published. Only **$1 per year,** or **$1.25** with best Bee-Book, or **$1.50** with a beautiful **CHROMO. The Bee-Keepers' Magazine,** a 32 page monthly, same terms, or both for **$1.75.** Send for Sample Copies, and **liberal terms to Agents, Free.** Write now to

H. A. KING & CO.,
14 Murray St., New York.

ASTOUNDING! —— **$18 IN VALUE FOR $3!!** ——

A Splendid Holiday, Birthday, Wedding or Friendly Present - The original, popular, large and elegant Oil Chromo, **"THE OLD OAKEN BUCKET,"**—"The old oaken bucket—the iron-bound bucket—the moss-covered icket, which hung in the well,"—(after JEROME THOMPSON,) size 17 by 26 inches. The *best parlor icture* ever published for $ 5. This large and truly splendid Chromo, in all its original beauty and icellence, is offered as a premium to each $3 yearly subscriber to

DEMOREST'S MONTHLY MAGAZINE,

HE MODEL PARLOR MAGAZINE OF AMERICA. The Chromo is sent varnished and on a roller, postge 10 cents extra; or mounted on canvas and stretcher, as an oil painting, fifty cents extra (which icludes transportation); or mounted on canvas, and in an elegant 2½ inch gilt frame with arabesque orners, three yards of crimson cord, and packed, for $3; making the whole complete, (including rame, Chromo and subscription to the Magazine,) only $6.

Do not fail to send early and get the m gnificent Chromo, the "OLD OAKEN BUCKET," which in size nd artistic merit, is quite equal to an oil painting worth five hundred dollars.

Now ready! Sent anywhere in the United States on receipt of the amount of subscription.

☞ *SPLENDID INDUCEMENTS FOR AGENTS* Address

W. JENNINGS DEMOREST, 838 Broadway, N. Y.

New and Valuable Text-Books

FROM THE PRESS OF

Scribner, Armstrong & Comp'y,

NEW YORK.

GUYOT'S PHYSICAL GEOGRAPHY.

The publishers of Guyot's unrivalled Series of Geographies are gratified to announce that the master-piece of the great author is now ready. Educators desiring a new Text-Book in this Series are cordially invited to examine this work.

Felter's New Practical Arithmetic.

Prepared expressly for the Felter Series,

By Prof. S. H. PEABODY, of Mass. Agricultural College.

This book combines Mental and Written Arithmetic, is concise and clear in its definitions and rules, and contains an unusually large number of such practical problems as farmers, mechanics, and our business men have to solve.

SHELDON'S READERS.

Prepared by Prof. E. A. SHELDON, of Oswego Normal School, N.Y.

Superbly illustrated. Adapted to both the Phonic and the Word systems of teaching reading. Simple facts in natural science incidentally taught in natural, child language.

WILLIAMS AND SOUTHERLAND'S PATENT COPY-BOOKS.

The patented form of these books is such that they take a small amount of desk room, and the copy not in use is turned from the pupil so that it cannot be easily soiled.
Nos. 1 and 2 present a complete course of writing, including all the letters and capitals.

Guyot's Geographies, Felter's Arithmetics, Cooley's Philosophy, Cooley's Chemistry, Tenney's Natural Histories, Hadley's Lessons in Language, Etc., Etc.

☞ Descriptive Catalogues and Special Circulars may always be had on application. Address

THOMAS CHARLES,

Care Hadley Bros., Booksellers, 136 State St., CHICAGO.

Vol. 4.] TERMS, $1.50 A YEAR. [No. 8.

WISCONSIN Journal of Education

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

MARCH, 1874.

CONTENTS:

Relation of our Educational Institutions,	Page 83	Praise Children,	Page 98
The Art of Teaching—On Fenikese,	87	Should We Have Public High Schools?	99
Teaching—Shady Side—Bright Side,	88	Town High Schools,	102
Writing in Country Schools,	89	Art Impressions,	103
How Shall I Make Pupils Get their Lessons?	91	Government and Discipline,	104
The Township System,	91	Science Lessons,	106
Women as School Officers,	92	Punctuation,	107
Changes Required in School Organization,	93	Universal Education,	109
Good Advice from Carlyle,	94	Official Department,	111
Phonics,	96	Editorial Miscellany,	113
Suggestions to Teachers,	97	Book Notices,	118

EDWARD SEARING AND JOHN B. PRADT,
Editors and Publishers.

MADISON, WIS.:
DEMOCRAT COMPANY BOOK AND JOB PRINTERS, MIFFLIN-ST.
1874.

ARCHITECTURE.—BUILDING COMMITTEES WILL FIND A VARIETY of Modern Designs for School Houses, Court Houses, and Churches, on application to

☞ Correctness of Estimates Guarranteed.
☞ 1874—Established—1856.

E. TOWNSEND MIX,
ARCHITECT, MILWAUKEE, WIS.

Peard's Desk open ready for use.

SOMETHING NEW!

PEARD'S PATENT FOLDING DESK & SEAT

STRONG, COMPACT, SIMPLE, COMFORTABLE.

100,000 ALREADY IN USE.

THROUGHOUT THE UNITED STATES.

Peard's Desk [illegible]

Peard's Patent Desks were Awarded the Grand Medal at the World's Exposition held at Vienna, 1873.

SCHOOL OFFICERS, DO NOT FAIL TO SEND FOR ILLUSTRATED CATALOGUE AND PRICE OF THESE POPULAR SCHOOL DESKS. SCHOOL MAPS, CHARTS, GLOBES AND APPARATUS OF ALL KINDS AT LOWEST PRICES. ADDRESS:

National School Furniture Co.,

113 & 115 State St., CHICAGO, ILL.

N. B.—Agents Wanted. Address for terms as above.

The Cheapest Paper in the World!

THE NEW YORK SCHOOL JOURNAL.

The only *WEEKLY* Educational Journal published in the United States.

It contains eight pages, (40 columns.) It has the largest circulation, the best **SCHOOL NEWS**, articles from the pens of the ablest writers. Literary and Scientific Notes and Selections.

Price **$1.50** (to Out of City Subscribers) **per Year,** *including Postage,* prepaid by us.

☞ SPECIMEN COPIES SENT FREE.

GEO. H. STOUT,
23 Park Row, New York City.

TEACHERS

Will please write for **FREE SAMPLES** of Reward Cards, Helps to School Management, Chromo Prizes, Monthly Reports, Registers, etc., to E. F. HOBART & CO., Educational Publishers, St. Louis, Mo., or H. F. HOBART, Beloit, Wis.

What Next? } 25 Cents.

Best, prettiest, and by far the cheapest magazine in the world, and wonderfully popular. Monthly, **25 Cents** a year. "Magnificent Chromos, Engraving and "Sunlight" Paintings to every subscriber, and most liberal terms to *Agents* and those raising clubs. Specimen, 3-cent stamp, or with sample picture, **10 Cents.** Say where you saw this. JOHN B. ALDEN, Publisher, Chicago, Ill.

PERFECTION FOLIO

For **BINDING and PRESERVING MAGAZINES,** MUSIC, PAMPHLETS and NEWSPAPERS. Each number of a publication can be inserted as received, and is better and more tastefully bound than an ordinary book. Manufactured in the most elegant style, at very low prices.

☞ Send for Descriptive Price Circular.

COX, HENDERSON & CO.,
LAKESIDE BUILDING, CHICAGO.

THE "ECONOMY" CLUB.

For securing all the leading PAPERS, MAGAZINES and STANDARD and BEST NEW BOOKS at the lowest possible prices. *THE BEST TERMS EVER OFFERED.*

☞ Send for Priced Catalogue.

JOHN B. ALDEN, Manager, CHICAGO, ILL.

SEEDS

OUR BEAUTIFULLY ILLUSTRATED

CATALOGUES for 1874, of

SEEDS AND PLANTS

SEEDS

Numbering **175 PAGES,** and containing 3 fine large colored plates, are now ready. To our patrons they will be mailed as usual free; to all others, on receipt of 25c., which we return in Seeds or Plants, with first order. *All purchasers of our Books, either* **Gardening for Profit,** or **Practical Floriculture** *Price $1.50 each (prepaid by mail), but their names entered on our lists, and will receive above Catalogues annually, free of charge.*

PLANTS

Peter Henderson & Co.,
Seedsmen, 35 Cortlandt Street, New York.

Curtis' Number Lattice,

FOR PRIMARY AND INTERMEDIATE SCHOOLS.

A great need of pupils in these departments is

DRILL IN RAPID COMBINATIONS OF NUMBERS.

The NUMBER LATTICE and accompanying METHODS OF INSTRUCTION meet this nt fully. No text-books are needed by the pupil until the fundamental operations Arithmetic are mastered. Will save its cost in books in a single term, and will t for years.

RICE, $10. Full description, with Methods of Instruction, sent free to teachers. dress orders to.

E. T. CURTIS,
Prin. Public Schools, Calumet, Mich.

RARE OFFERS!

10 for 60 Cts.!—The "LADIES' OWN," the best Literary, Family and shion Magazine published, and 2 beautiful romos, in 17 oil colors, for $2 50; or the Magazine and Chromo for $2. Extraordinary cash lucements to agents. A complete outfit, both romos and sample of Magazine for only 60 cts.; one Chromo and sample Magazine for 40 cents. dress M. C. BLAND & CO., 208 Broadway, New rk.

READ:—"The LADIES' OWN is a real diamond among pinchbeck, as compared with other Ladies' Magazines."—*Illinois Statesman.*

"The premium Chromos given with LADIES' OWN are equal in all respects to any $5 Chromos n our stock."—*S. Gottwals, Art Dealer, Chicago.*

$1.50—THE NURSERY

A Monthly Magazine for Youngest Readers. SUPERBLY ILLUSTRATED. ☞ Send stamp for a sample number. Now is the time to subscribe.

JOHN L. SHOREY,
36 Broomfield street, Boston.

EDUCATIONAL and COLLEGE LIST.

Only List, of the kind, published in the United States. For ADVERTISING RATES, send to

T. D. KELLOGG,
General Advertising Agent and Printers' Supplies,
208 BROADWAY, NEW YORK.

'HREE DOLLARS brings you, by mail, *post-paid*, the very best

ELASTIC TRUSS.'

arranted the *best* made. Write at once to

POMEROY & CO., 744 Broadway, N. Y.

A NEW ARTICLE OF

STATIONERY

Soft, strong, white paper, put up in packages of one hundred sheets, firmly bound; most convenient for pencil writing; slate is dispensed with: fine paper saved. Samples by mail, prepaid, 20 cents each. **AGENTS WANTED** on liberal terms. Address **T. D. PLUMB, Jr.,** Madison, Wis.

Wisconsin Journal of Education.

Volume IV., New Series, 1874.

EDWARD SEARING,
Superintendent of Public Instruction,

JOHN B. PRADT,
Assistant Sup't of Public Instruction,

Editors and Proprietors.

As the circulation of the JOURNAL is now upwards of 2,000, its conductors hope, during the ensuing ear, to have an increased number of contributors, and that it will be improved in proportion. Means ave already been taken to obtain valuable contributions for future numbers, and it is intended that ach issue shall be enriched with articles from able writers.

Terms—Single Subscriptions, $1.50.

CLUBBING.—A district clerk and teacher, or any other two persons, clubbing and sending us heir subscriptions in advance, shall receive the JOURNAL at $1.25 each; and names may at any time be added to the club, at the same rate. Nearly every one of our present subscribers can get one or more names for a club. In such cases, the added club subscribers must be NEW subscribers. It is not necessary that club subscribers all receive their copies at the same postoffice.

ADVERTISING.—It is needless to remark that the JOURNAL is a valuable medium for advertising. Terms reasonable, and communicated on request.

The attention of Boards of Education, Superintendents, and Teachers is invited to the following

APPROVED SCHOOL BOOKS,

PUBLISHED BY

J. H. BUTLER & CO.,

PHILADELPHIA, PENNA.

Mitchell's New Geographies.

THE STANDARD SERIES OF AMERICA.

☞ Always kept up with the Times. ☜

	Retail Price
Mitchell's New First Lessons in Geography	$0.50
Mitchell's New Primary Geography	80
Mitchell's New Intermediate Geography	1.00
Mitchell's New School Geography and Atlas	2.50
Mitchell's New Physical Geography	1.88
Mitchell's New Ancient Geography	1.75
Mitchell's New Outline Maps and Key * Small Series. On Rollers, net	10.00
Mitchell's New Outline Maps and Key.* Large Series. On Rollers, net	30.00
Hand-book of Map drawing	80

*Colored physically and politically, or politically only.

GOODRICH'S SERIES OF

Pictorial Histories.

Universally Popular.

Goodrich's American Child's Pictorial History of the United States	84
Goodrich's United States Pictorial History	1.75
Goodrich's Pictorial History of England	1.75
Goodrich's Pictorial History of Rome	1.75
Goodrich's Pictorial History of Greece	1.75
Goodrich's Pictorial History of France	1.75
Goodrich's Parley's Common-school History of the World	1.75
Goodrich's Pictorial Natural History	1.75

Latin Text-Books.

Bingham's Latin Grammar	1.50
Bingham's Latin Reader	1.50
Bingham's Cæsar	1.50
Bingham's Exercises for Translation	25

THE NEW AMERICAN

Readers and Spellers.

The Latest and Handsomest Series. The best and Cheapest Series.

READERS. BY SARGENT AND WAY.

	Retail Price
The New American First Reader	[illegible]
The New American Second Reader	[illegible]
The New American Third Reader	[illegible]
The New American Fourth Reader	[illegible]
The New American Fifth Reader	[illegible]

SPELLERS.

The New American Primary Speller	[illegible]
The New American Pronouncing Speller	[illegible]

JUST READY!

The Etymological Reader.

BY EPES SARGENT AND AMASA WAY.

Price $1.50.

480 pages—76 Engravings, with an Index of 1,000 Words, a *superb School-book.*

Oxford's Junior Speaker.

Price 75 Cents.

Oxford's Senior Speaker.

434 pages—60 Illustrations. Price $[illegible]

A NEW

Manual of English Etymology

Price 90 Cents.

BY EPES SARGENT.

Our publications can be obtained upon the most liberal terms for introduction. Correspondence and visits of teachers and others interested in school literature are cordially invited.

☞ Send for Price-list, Circulars, and Illustrated Catalogue.

Address the Publishers' or

M. R. KEEGAN,
457, 12th Street,
CHICAGO, ILL.

Vol. 4.] TERMS, $1.50 A YEAR. [No. 4.

WISCONSIN Journal of Education

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

APRIL, 1874.

CONTENTS:

Herbert Spencer,	Page 121	Compulsory Uniformity of Text-Books,	Page 243
Answer to Prof. Eliot's Report,	129	How an Englishman Sees Us,	245
Above the Common Schools,	132	Obstacles in the Way of Teachers,	247
Compulsory Education in Illinois,	134	Economy in the School Room,	249
Corporal Punishment,	135	Discretion in Discipline,	249
Incompetent Teachers,	138	Graded-Schools,	249
The Normal School Way,	238	Official Department,	250
Instruction in History,	240	Editorial Miscellany,	254
Book Notices,			259

EDWARD SEARING AND JOHN B. PRADT,
Editors and Publishers.

MADISON, WIS.:
DEMOCRAT COMPANY BOOK AND JOB PRINTERS, MIFFLIN-ST.
1874.

ARCHITECTURE.—BUILDING COMMITTEES WILL FIND A VARIETY of Modern Designs for School Houses, Court Houses, and Churches, on application to

☞ Correctness of Estimates Guarranteed. E. TOWNSEND MIX,
☞ 1874—Established—1856. ARCHITECT, MILWAUKEE, WIS.

Peard's Desk open ready for use.

SOMETHING NEW!

PEARD'S PATENT FOLDING DESK & SEAT

STRONG, COMPACT, SIMPLE, COMFORTABLE.

100,000 ALREADY IN USE,

THROUGHOUT THE UNITED STATES.

Peard's Desk Seat (Seat 12 Inches)

Peard's Patent Desks were Awarded the Grand Medal at the World's Exposition held at Vienna, 1873.

SCHOOL OFFICERS, DO NOT FAIL TO SEND FOR ILLUSTRATED CATALOGUE AND PRICES OF THESE POPULAR SCHOOL DESKS. SCHOOL MAPS, CHARTS, GLOBES AND APPARATUS OF ALL KINDS AT LOWEST PRICES. ADDRESS:

National School Furniture Co.,

113 & 115 State St., CHICAGO, ILL.

N. B.—Agents Wanted. Address for terms as above.

SCRIBNER'S MONTHLY,

THE SUMMER CAMPAIGN BEGUN.

"Another Great Literary Sensation," THE MODERN ROBINSON CRUSOE.

With 150 Beautiful Illustrations.

Messrs. SCRIBNER & CO. have secured for serial publication in **Scribner's Monthly**, M. JULES VERNE'S Latest Story,

"THE MYSTERIOUS ISLAND,"

in which, not content with the old stories of *"ROBINSON CRUSOE"* and the *"SWISS FAMILY ROBINSON,"* the writer undertakes to show how a party of men cast upon a mysterious uninhabited island, may live by their scientific resources alone, without the aid of any wreck to draw upon for the materials of life and comfort. The party are Americans who set out from Richmond, Va., during the seige, in a balloon. M. Jules Verne unites with an accurate scientific knowledge, an exuberance of inventive genius that has **FASCINATED THE WORLD.**

The theme of the present story affords the author the finest opportunity for the display of his peculiar gifts. The story will be profusely illustrated, and is begun in the April Number.

For Sale by all News Dealers or **Booksellers. Price $4.00 a Year, 35 cents a Number.**

SCRIBNER & CO., 654 Broadway, N. Y.

RARE OFFERS!

$10 for 60 Cts.!—The "LADIES' OWN," the best Literary, Family and Fashion Magazine published, and 2 beautiful Chromos, in 17 oil colors, for $2.50; or the Magazine and Chromo for $2. Extraordinary cash inducements to agents. A complete outfit, both Chromos and sample of Magazine for only 60 cts.; or one Chromo and sample Magazine for 40 cents. Address M. C. BLAND & CO., 208 Broadway, New York.

READ:—"The LADIES' OWN is a real diamond among pinchbeck, as compared with other "Ladies' Magazines."—*Illinois Statesman.*

"The premium Chromos given with LADIES' "OWN are equal in all respects to any $5 Chromos "in our stock."—*S. Gottwalt, Art Dealer, Chicago.*

$1.50—THE NURSERY

A Monthly Magazine for Youngest Readers. SUPERBLY ILLUSTRATED. [illegible] a sample number. Now is the time to subscribe.

JOHN L. SHOREY,

36 Broomfield street, Boston.

A NEW ARTICLE OF

STATIONERY

Soft, strong, white paper, put up in packages of one hundred sheets, firmly bound; [illegible] ent for pencil writing; slate is dispensed with, [illegible] paper saved. Samples by mail, prepaid, 20 cents each. **AGENTS WANTED** on liberal terms. Address **T. D. PLUMB, Jr.,** Mulberry, [illegible]

THREE DOLLARS brings you, by mail, *post-paid*, the very best

'ELASTIC TRUSS.'

Warranted the *best* made. Write at once to

POMEROY & CO., 744 Broadway, N. Y.

'THE SCHOOL'

A Journal for advanced Pupils and Teachers. Intended as a help to both in school duties.

Price $1.00 a Year.

Address, "THE SCHOOL," [illegible] Street, [illegible]

APPLETON'S

AMERICAN CYCLOPÆDIA,

NEW REVISED EDITION.

Entirely rewritten by the ablest writers on every subject. Printed from new type, and illustrated with Several Thousand Engravings and Maps.

The work originally published under the title of THE NEW AMERICAN CYCLOPÆDIA was completed in 1863, since which time the wide circulation which it has attained in all parts of the United States, and the signal developments which have taken place in every branch of science, literature, and art, have induced the editors and publishers to submit it to an exact and thorough revision, and to issue a new edition entitled THE AMERICAN CYCLOPÆDIA.

Within the last ten years the progress of discovery in every department of knowledge has made a new work of reference an imperative want.

The movement of political affairs has kept pace with the discoveries of science, and their fruitful application to the industrial and useful arts and the convenience and refinement of social life. Great wars and consequent revolutions have occurred, involving national changes of peculiar moment. The civil war of our own country, which was at its height when the last volume of the old work appeared, has happily ended, and a new course of commercial and industrial activity has been commenced.

Large accessions to our geographical knowledge have been made by the indefatigable explorers of Africa.

The great political revolutions of the last decade, with the natural result of the lapse of time, have brought into public view a multitude of new men, whose names are in every one's mouth, and of whose lives every one is curious to know the particulars. Great battles have been fought and important sieges maintained, of which the details are as yet preserved only in the newspapers or in the transient publications of the day, but which ought now to take their place in permanent and authentic history.

In preparing the present edition for the press, it has accordingly been the aim of the editors to bring down the information to the latest possible dates, and to furnish an accurate account of the most recent discoveries in science, of every fresh production in literature, and of the newest inventions in the practical arts, as well as to give a succinct and original record of the progress of political and historical events.

The work has been begun after long and careful preliminary labor, and with the most ample resources for carrying it on to a successful termination.

None of the original stereotyped plates have been used, but every page has been printed on new type, forming in fact a new Cyclopædia, with the same plan and compass as its predecessor, but with a far greater pecuniary expenditure, and with such improvements in its composition as have been suggested by longer experience and enlarged knowledge.

The illustrations which are introduced for the first time in the present edition have been added not for pictorial effect, but to give greater lucidity and force to the explanations of the text. They embrace all branches of science and of natural history, and depict the most famous and remarkable features of scenery, architecture, and art, as well as the various processes of mechanics and manufactures. Although intended for instruction rather than embellishment, no pains have been spared to insure their artistic excellence; the cost of their execution is enormous, and it is believed they will find a welcome reception as an admirable feature of the Cyclopædia, and worthy of its high character.

This work is sold to subscribers only, payable on delivery of each volume. It will be completed in sixteen large octavo volumes, each containing about 800 pages, fully illustrated with several thousand Wood Engravings, and with numerous colored Lithographic Maps.

PRICE AND STYLE OF BINDING.

In extra Cloth, per vol.,	$5.00	*In Half Russia, extra gilt, per vol.,*	$8.00
In Library Leather, per vol.,	6.00	*In Full Morocco, antique, gilt edges, per vol.,*	10.00
In Half Turkey Morocco, per vol.,	7.00	*In Full Russia, per vol.,*	10.00

Four volumes now ready. Succeeding volumes until completion will be issued once in two months. ***Specimen pages of the AMERICAN CYCLOPÆDIA, showing type, illustrations, etc., will be sent gratis, on application.

FIRST-CLASS CANVASSING AGENTS WANTED. Address the Publishers,

D. APPLETON & CO., 549 & 551 Broadway, N. Y.

The attention of Boards of Education, Superintendents, and Teachers is invited to the following

APPROVED SCHOOL BOOKS,

PUBLISHED BY

J. H. BUTLER & CO.,

PHILADELPHIA, PENNA.

Mitchell's New Geographies.

THE STANDARD SERIES OF AMERICA.

☞ Always kept up with the Times. ☜

	Retail Price.
Mitchell's New First Lessons in Geography	$0.50
Mitchell's New Primary Geography	80
Mitchell's New Intermediate Geography	1.80
Mitchell's New School Geography and Atlas	2.50
Mitchell's New Physical Geography	1.88
Mitchell's New Ancient Geography	1.75
Mitchell's New Outline Maps and Key.* Small Series. On Rollers, net	10.00
Mitchell's New Outline Maps and Key.* Large Series. On Rollers, net	20.00
Hand-book of Map drawing	80

*Colored physically and politically, or politically only.

GOODRICH'S SERIES OF

Pictorial Histories.

Universally Popular.

Goodrich's American Child's Pictorial History of the United States	84
Goodrich's United States Pictorial History	1.75
Goodrich's Pictorial History of England	1.75
Goodrich's Pictorial History of Rome	1.75
Goodrich's Pictorial History of Greece	1.75
Goodrich's Pictorial History of France	1.75
Goodrich's Parley's Common-school History of the World	1.75
Goodrich's Pictorial Natural History	1.75

Latin Text-Books.

Bingham's Latin Grammar	1.50
Bingham's Latin Reader	1.50
Bingham's Cæsar	1.50
Bingham's Exercises for Translation	25

THE NEW AMERICAN

Readers and Spellers.

The Latest and Handsomest Series. The best and Cheapest Series.

READERS. By Sargent and May.

	Retail Price.
The New American First Reader	[illegible]
The New American Second Reader	[illegible]
The New American Third Reader	[illegible]
The New American Fourth Reader	[illegible]
The New American Fifth Reader	[illegible]

SPELLERS.

The New American Primary Speller	[illegible]
The New American Pronouncing Speller	[illegible]

JUST READY!

The Etymological Reader.

BY EPES SARGENT AND AMASA MAY.

Price $1.50.

480 pages—16 Engravings, with an index of 1,000 Words, a superb School-book.

Oxford's Junior Speaker.

Price 75 Cents.

Oxford's Senior Speaker.

481 pages—90 Illustrations. Price [illegible]

A NEW

Manual of English Etymology

Price 90 Cents.

BY EPES SARGENT.

Our publications can be obtained upon the most liberal terms for introduction. Correspondence and visits of teachers and others interested in school literature are cordially invited.

☞ Send for Price-list, Circulars, and Illustrated Catalogue.

Address the Publishers' or

M. R. KEEGAN,
457, 12th Street,
CHICAGO, ILL.

Vol. 4.] TERMS, $1.50 A YEAR. [No. 5.

WISCONSIN Journal of Education

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

MAY, 1874.

CONTENTS:

Howe's Remarks on Eliot's Report,	Page 161	Education in New Hampshire,	Page 179
How I Keep my School Room Clean,	164	The Length of School Sessions	181
Conducting Recitations,	165	The Old School House,	184
Teaching vs. Hearing Lessons,	166	The Word Method,	184
Practical Teaching,	167	Spelling and the Spelling Class,	186
Herbert Spencer,	169	Women as School Officers,	187
Respect the Body,	176	Book Science,	187
Standing in the School-Room,	176	The Boy Agassiz,	188
How to Write,	177	Official Department,	191
Valuable Suggestions,	178	Editorial Miscellany,	193
A Popular History of the U. S.,	178	Book Notices,	199

EDWARD SEARING AND JOHN B. PRADT,
Editors and Publishers.

MADISON, WIS.:
DEMOCRAT COMPANY BOOK AND JOB PRINTERS, MIFFLIN-ST.
1874.

ARCHITECTURE.—BUILDING COMMITTEES WILL FIND A VARIETY of Modern Designs for School Houses, Court Houses, and Churches, on application to
☞ Correctness of Estimates Guarranteed. E. TOWNSEND MIX,
☞ 1874—Established—1856. ARCHITECT, MILWAUKEE, WIS

SOMETHING NEW!

PEARD'S PATENT FOLDING DESK & SEAT

STRONG, COMPACT, SIMPLE, COMFORTABLE.

100,000 ALREADY IN USE.

THROUGHOUT THE UNITED STATES.

Peard's Patent Desks were Awarded the Grand Medal at the World's Exposition held at Vienna, 1873.

SCHOOL OFFICERS, DO NOT FAIL TO SEND FOR ILLUSTRATED CATALOGUE AND PRICE OF THESE POPULAR SCHOOL DESKS. SCHOOL MAPS, CHARTS, GLOBES AND APPARATUS OF ALL KINDS AT LOWEST PRICES. ADDRESS:

National School Furniture Co.,

113 & 115 State St., CHICAGO, ILL.

N. B.—Agents Wanted. Address for terms as above.

SCRIBNER'S MONTHLY,

THE SUMMER CAMPAIGN BEGUN.

"Another Great Literary Sensation," THE MODERN ROBINSON CRUSOE.

With 150 Beautiful Illustrations.

Messrs. SCRIBNER & CO. have secured for serial publication in **Scribner's Monthly**, M. JULES VERNE'S Latest Story,

"THE MYSTERIOUS ISLAND,"

in which, not content with the old stories of "*ROBINSON CRUSOE*" and the "*SWISS FAMILY ROBINSON*," the writer undertakes to show how a party of men cast upon a mysterious and unknown Island, may live by their scientific resources alone, without the aid of any wreck to draw upon for the materials of life and comfort. The party are Americans who set out from Richmond, Va., during the seige, in a balloon. M. Jules Verne unites with an accurate scientific knowledge, an exuberance of inventive genius that has **FASCINATED THE WORLD.**

The theme of the present story affords the author the finest opportunity for the display of his peculiar gifts. The story will be profusely illustrated, and is begun in the April Number.

For Sale by all News Dealers or **Booksellers. Price $1.00 a Year, 35 cents a Number.**

SCRIBNER & CO., 654 Broadway, N. Y.

RARE OFFERS!

$10 for 60 Cts.!—The "LADIES' OWN," the best Literary, Family and Fashion Magazine published, and 2 beautiful Chromos, in 17 oil colors, for $2.50; or the Magazine and Chromo for $2. Extraordinary cash inducements to agents. A complete outfit, both Chromos and sample of Magazine for only 60 cts.; or one Chromo and sample Magazine for 40 cents. Address M. C. BLAND & CO., 208 Broadway, New York.

READ:—"The LADIES' OWN is a real diamond among pinchbeck, as compared with other "Ladies' Magazines."—*Illinois Statesman.*

"The premium Chromos given with LADIES' "OWN are equal in all respects to any $5 Chromos "in our stock."—*S. Gottwals, Art Dealer, Chicago.*

$1.50—THE NURSERY

A Monthly Magazine for Youngest Readers. SUPERBLY ILLUSTRATED. [illegible] Send stamp for a sample number. Now is the time to subscribe.

JOHN L. SHOREY

36 Broomfield street, Boston.

A NEW ARTICLE OF

STATIONERY

Soft, strong, white paper, put up in [illegible] one hundred sheets, firmly bound; more [illegible] ent for pencil writing; stamp is dispensed with, [illegible] paper saved. Samples by mail, prepaid, [illegible] each. **AGENTS WANTED** on liberal [illegible]

Address **T. D. PLUMB, Jr.,** Madison, Wis.

THREE DOLLARS brings you, by mail, *post-paid*, the very best

'ELASTIC TRUSS.'

Warranted the best made. Write at once to

POMEROY & CO., 744 Broadway, N. Y.

'THE SCHOOL'

A journal for advanced Pupils and Teachers. Intended as a help to both in school duties.

Price $1.00 a Year.

Address, "THE SCHOOL," South Bend, Ind.

APPLETON'S
AMERICAN CYCLOPÆDIA,

NEW REVISED EDITION.

Entirely rewritten by the ablest writers on every subject. Printed from new type, and illustrated with Several Thousand Engravings and Maps.

The work originally published under the title of THE NEW AMERICVN CYCLOPÆDIA was completed in 1863, since which time the wide circulation which it has attained in all parts of the United States, and the signal developments which have taken place in every branch of science, literature, and art, have induced the editors and publishers to submit it to an exact and thorough revision, and to issue a new edition entitled THE AMERICAN CYCLOPÆDIA.

Within the last ten years the progress of discovery in every department of knowledge has made a new work of reference an imperative want.

The movement of political affairs has kept pace with the discoveries of science, and their fruitful application to the industrial and useful arts and the convenience and refinement of social life. Great wars and consequent revolutions have occurred, involving national changes of peculiar moment. The civil war of our own country, which was at its height when the last volume of the old work appeared, has happily ended, and a new course of commercial and industrial activity has been commenced.

Large accessions to our geographical knowledge have been made by the indefatigable explorers of Africa.

The great polictial revolutions of the last decade, with the natural result of the lapse of time, have brought into public view a multitude of new men, whose names are in every one's mouth, and of whose lives every one is curious to know the particulars. Great battles have been fought and important sieges maintained, of which the details are as yet preserved only in the newspapers or in the transient publications of the day, but which onght now to take their place in permanent and authentic history.

In preparing the present edition for the press, it has accordingly been the aim of the editors to bring down the information to the latest possible dates, and to furnish an accurate account of the most recent discoveries in science, of every fresh production in literature, and of the newest inventions in the practical arts, as well as to give a succinct and original record of the progress of political and historical events.

The work has been begun after long and careful preliminary labor, and with the most ample resources for carrying it on to a successful termination.

None of the original stereotyped plates have been used, but every page has been printed on new type, forming in fact a new Cyclopædia, with the same plan and compass as its predecessor, but with a far greater pecuniary expenditure, and with such improvements in its composition as have been suggested by longer experience and enlarged knowledge.

The illustrations which are introduced for the first time in the present edition have been added not for pictorial effect, but to give greater lucidity and force to the explanations the text. They embrace all branches of science and of natural history, and depict the most famous and remarkable features of scenery, architecture, and art, as well as the various processes of mechanics and manufactures. Although intended for instruction rather than embellishment, no pains have been spared to insure their artistic excellence; the cost of their execution is enormous, and it is believed they will find a welcome reception as an admirable feature of the Cyclopædia, and worthy of its high character.

This work is sold to subscribers only, payable on delivery of each volume. It will be completed in sixteen large octavo volumes, each containing about 800 pages, fully illustrated with several thousand Wood Engravings, and with numerous colored Lithographic Maps.

PRICE AND STYLE OF BINDING.

In extra Cloth, per vol.,	$5.00	*In Half Russia, extra gilt, per vol.,*	$8.00
In Library Leather, per vol.,	6.00	*In Full Morocco, antique, gilt edges, per vol.,*	10.00
In Half Turkey Morocco, per vol.,	7.00	*In Full Russia, per vol.,*	10.00

Four volumes now ready. Succeeding volumes until completion will be issued once in two months. ***Specimen pages of the AMERICAN CYCLOPÆDIA, showing type, illustrations, etc., will be sent gratis, on application.

FIRST-CLASS CANVASSING AGENTS WANTED. Address the Publishers,

D. APPLETON & CO., 549 & 551 Broadway, N. Y.

THE STATE NORMAL SCHOOLS

Platteville--Spring Term opens Tuesday, April 7.
Oshkosh, " " " " March 24.
Whitewater, Second Term, " " Feb. 3.

TERMS OF ADMISSION.

The Board of Regents of Normal Schools has adopted the following regulation for the admission of Students to any State Normal School.

1. Each Assembly District in the State shall be entitled to six representatives in the Normal Schools, and in case vacancies exist in the representation to which any Assembly District is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the County Superintendent of the County (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

2. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and moral character, and after subscribing to the following declaration:

I, ——— ———, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this State.

4. No person shall be entitled to a diploma, who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

The Terms of Board at each locality are moderate.

Information as to board and other matters may be obtained by addressing the Presidents of the respective schools, as follows:

President E. A. Charlton, at Platteville.
President Oliver Arey, at Whitewater.
President George S. Albee, at Oshkosh.

WM. STAHR, *President.*

Vol. 4.] TERMS, $1.50 A YEAR. [No. 6.

WISCONSIN Journal of Education

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

JUNE, 1874.

CONTENTS:

Education in New Mexico,	Page 201	Health and Beauty of Women,	Page 219
A Gigantic Relic,	202	Co-Education of the Races,	219
Education and Heredity,	203	Black Boards,	221
Ballon Expedition in Search of the Pole,	204	Carlyle on Popular Education,	222
The Boy Agassiz—Chap. II,	204	Democracy Here Also,	222
Sex in Education,	206	Teachers—Examinations,	223
State Book Clubs,	208	Language,	225
Prussian and American School Systems,	209	Official Department,	229
What We Owe to Louis Agassiz, as a Teacher,	211	Editorial Miscellany,	231
The Word Method,	214	Book Notices,	239
The Object Sought by Study,	216	State Teachers' Association,	241

EDWARD SEARING AND JOHN B. PRADT,
Editors and Publishers.

MADISON, WIS.:
DEMOCRAT COMPANY BOOK AND JOB PRINTERS, MIFFLIN-ST.
1874.

ARCHITECTURE.—BUILDING COMMITTEES WILL FIND A VARIETY of Modern Designs for School Houses, Court Houses, and Churches, on application to
☞ Correctness of Estimates Guarranteed. E. TOWNSEND MIX,
☞ 1874—Established—1866. ARCHITECT, MILWAUKEE, WIS

Peard's Desk open ready for use.

SOMETHING NEW!

PEARD'S PATENT FOLDING DESK & SEAT

STRONG, COMPACT, SIMPLE, COMFORTABLE.

100,000 ALREADY IN USE,

THROUGHOUT THE UNITED STATES.

Peard's Patent Desks were Awarded the Grand Medal at the Wo Exposition held at Vienna, 1873.

SCHOOL OFFICERS, DO NOT FAIL TO SEND FOR ILLUSTRATED CATALOGUE AND OF THESE POPULAR SCHOOL DESKS. SCHOOL MAPS, CHARTS, GLOBES AND RATUS OF ALL KINDS AT LOWEST PRICES. ADDRESS:

National School Furniture Co.,

113 & 115 State St., CHICAGO

N. B.—Agents Wanted. Address for terms as above.

Curtis' Number Lattice,

FOR PRIMARY AND INTERMEDIATE SCHOOLS.

A great need of pupils in these departments is

DRILL IN RAPID COMBINATIONS OF NUMBERS

The NUMBER LATTICE and accompanying METHODS OF INSTRUCTION want fully. No text-books are needed by the pupil until the fundamental of Arithmetic are mastered. Will save its cost in books in a single term, and last for years.

PRICE, $10. Full description, with Methods of Instruction, sent free to Address orders to

E. T. CURTIS,

Prin. Public Schools, Calumet, Mich

Wisconsin Journal of Education.

Volume IV., New Series, 1874.

EDWARD SEARING, *Superintendent of Public Instruction,*

JOHN B. PRADT, *Assistant Sup't of Public Instruction,*

Editors and Proprietors.

As the circulation of the JOURNAL is now upwards of 2,000, its conductors hope, during the year, to have an increased number of contributors, and that it will be improved in proportion. have already been taken to obtain valuable contributions for future numbers, and it is each issue shall be enriched with articles from able writers.

Terms—Single Subscriptions, $1.50.

CLUBBING.—A district clerk and teacher, or any other two persons, clubbing their subscriptions in advance, shall receive the JOURNAL at $1.25 each; and names met be added to the club, at the same rate. Nearly every one of our present subscribers can more names for a club. In such cases, the added club subscribers must be NEW subscribers. not necessary that club subscribers all receive their copies at the same postoffice.

ADVERTISING.—It is needless to remark that the JOURNAL is a valuable medium for tising. Terms reasonable, and communicated on request.

'THE SCHOOL'

A journal for advanced Pupils and Teachers, intended as a help to both in school duties.

Price $1.00 a Year.

Address, "THE SCHOOL," South Bend, Ind.

A NEW ARTICLE OF

STATIONERY

Soft, strong, white paper, put up in packages of one hundred sheets, firmly bound, and covers ent for pencil writing; slate is dispensed with, and paper saved. Samples by mail, prepaid, each. **AGENTS WANTED** in every

Address **T. D. PLUMB, Jr.,** Madison, Wis.

APPLETON'S
AMERICAN CYCLOPÆDIA,

NEW REVISED EDITION.

Entirely rewritten by the ablest writers on every subject. Printed from new type, and illustrated with Several Thousand Engravings and Maps.

The work originally published under the title of THE NEW AMERICVN CYCLOPÆDIA was completed in 1863, since which time the wide circulation which it has attained in all parts of the United States, and the signal developments which have taken place in every branch of science, literature, and art, have induced the editors and publishers to submit it to an exact and thorough revision; and to issue a new edition entitled THE AMERICAN CYCLOPÆDIA.

Within the last ten years the progress of discovery in every department of knowledge has made a new work of reference an imperative want.

The movement of political affairs has kept pace with the discoveries of science, and their fruitful application to the industrial and useful arts and the convenience and refinement of social life. Great wars and consequent revolutions have occurred, involving national changes of peculiar moment. The civil war of our own country, which was at its height when the last volume of the old work appeared, has happily ended, and a new course of commercial and industrial activity has been commenced.

Large accessions to our geographical knowledge have been made by the indefatigable explorers of Africa.

The great polictial revolutions of the last decade, with the natural result of the lapse of time, have brought into public view a multitude of new men, whose names are in every one's mouth, and of whose lives every one is curious to know the particulars. Great battles have been fought and important sieges maintained, of which the details are as yet preserved only in the newspapers or in the transient publications of the day, but which onght now to take their place in permanent and authentic history.

In preparing the present edition for the press, it has accordingly been the aim of the editors to bring down the information to the latest possible dates, and to furnish an accurate account of the most recent discoveries in science, of every fresh production in literature, and of the newest inventions in the practical arts, as well as to give a succinct and original record of the progress of political and historical events.

The work has been begun after long and carefnl preliminary labor, and with the most ample resources for carrying it on to a successful termination.

None of the original stereotyped plates have been used, but everv page has been printed on new type, forming in fact a new Cyclopædia, with the same plan and compass as its predecessor, but with a far greater pecuniary expenditure, and with such improvements in its composition as have been suggested by longer experience and enlarged knowledge.

The illustrations which are introduced for the first time in the present edition have been added not for pictorial effect, but to give greater lucidity and force to the explanations t he text. They embrace all branches of science and of natural history, and depict the most famous and remarkable features of scenery, architecture, and art, as well as the various processes of mechanics and manufactures. Although intended for instruction rather than embellishment, no pains have been spared to insure their artistic excellence; the cost of their execution is enormous, and it is believed they will find a welcome reception as an admirable feature of the Cyclopædia, and worthy of its high character.

This work is sold to subscribers only, payable on delivery of each volume. It will be completed in sixteen large octavo volumes, each containing about 800 pages, fully illustrated with several thousand Wood Engravings, and with numerous colored Lithographic Maps.

PRICE AND STYLE OF BINDING.

In extra Cloth, per vol.,	$5.00	*In Half Russia, extra gilt, per vol.,*	$8.00
In Library Leather, per vol.	6.00	*In Full Morocco, antique, gilt edges, per vol.,*	10.00
In Half Turkey Morocco, per vol.,	7.00	*In Full Russia, per vol.,*	10.00

Four volumes now ready. Succeeding volumes until completion will be issued once in two months. ***Specimen pages of the AMERICAN CYCLOPÆDIA, showing type, illustrations, etc., will be sent gratis, on application.

FIRST-CLASS CANVASSING AGENTS WANTED. Address the Publishers,

D. APPLETON & CO., 549 & 551 Broadway, N. Y.

ANOTHER ONE BOOK COURSE.

THE TEXT-BOOK LONG NEEDED!

TWO YEARS SAVED BY THE USE OF

WARREN'S BRIEF COURSE IN GEOGRAPHY.

THIS Brief Course is intended for the use of those who have not time for a more extended study of the subject. It is complete in itself, but other books of the same series may be used in connection with it, if desired.

The general plan of Warren's "Common School Geography," which has met with such warm approval, has been adhered to in this book, while several new and valuable features have been added.

The present volume differs, however, from the "Common School Geography" mainly in giving less detail in all departments of the study, thus rendering the essential facts more prominent, and therefore more easily learned.

In the preparation of the volume unusual pains have been taken to attain the highest degree of excellence, both as regards literary and mechanical execution.

Retail Price, $1.50. Specimen Copies sent prepaid, on receipt of $1.00.

Address: COWPERTHWAIT & CO., Educational Publishers,
628 & 630 Chestnut St., Philadelphia.

BOSTON:
37 & 39 Brattle St.
JAS. A. BOWEN, Sup't.

NEW YORK:
142 & 144 Grand St.
WM. H. WHITNEY, Sup't.

CHICAGO:
335 Wabash Av.
F. S. BELDEN, Sup't.

Vol. 4.] TERMS, $1.50 A YEAR. [No. 7.

WISCONSIN Journal of Education

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

JULY, 1874.

CONTENTS:

Michigan State University and High School, . Page 241
What We Owe to Agassiz, as a Teacher, (concluded,) 244
Cheapening Education, ... 247
The Boy Agassiz, (concluded,) 249
What System of Organization Shall be Adopted? 251
The Prayer of Agassiz, ... 253
Caring for Pupils, ... 254
Axioms in Education, ... 255
Persistance versus Tact 257
Matthew Arnold's Ideal of a Liberal Training, 258
Short Articles, ... 259-256-263-271
Peep Through the Door of a Kindergarten. . Page 259
A Visit to Two Schools, ... 260
The True Value of Man, ... 262
Objective Teaching, ... 263
Voluntary Attendance, ... 267
In the Laboratory with Agassiz, . . . 268
Good Manners, ... 271
Official Department, ... 272
Editorial Miscellany, ... 274
State Teachers' Association, ... 274
Book Notices, ...

EDWARD SEARING AND JOHN B. PRADT,
Editors and Publishers.

MADISON, WIS.:
DEMOCRAT COMPANY BOOK AND JOB PRINTERS, MIFFLIN-ST.
1874.

ARCHITECTURE.—BUILDING COMMITTEES WILL FIND A VARIETY of Modern Designs for School Houses, Court Houses, and Churches, on application to

Correctness of Estimates Guarranteed. E. TOWNSEND MIX,
1874—Established--1856. ARCHITECT, MILWAUKEE, WIS

Peard's Desk open ready for use.

SOMETHING NEW!

PEARD'S PATENT FOLDING DESK & SEAT

STRONG, COMPACT, SIMPLE, COMFORTABLE.

100,000 ALREADY IN USE,

THROUGHOUT THE UNITED STATES.

Peard's Patent Desks were Awarded the Grand Medal at the World's Exposition held at Vienna, 1873.

SCHOOL OFFICERS, DO NOT FAIL TO SEND FOR ILLUSTRATED CATALOGUE AND PRICES OF THESE POPULAR SCHOOL DESKS. SCHOOL MAPS, CHARTS, GLOBES AND APPARATUS OF ALL KINDS AT LOWEST PRICES. ADDRESS:

National School Furniture Co.,

113 & 115 State St., CHICAGO, ILL.

N. B.—AGENTS WANTED. ADDRESS FOR TERMS AS ABOVE.

Wisconsin Journal of Education

Volume IV., New Series, 1874.

EDWARD SEARING, *Superintendent of Public Instruction.* JOHN B. PRADT, *Assistant Supt. of Public Instruction.*

Editors and Proprietors.

As the circulation of the JOURNAL is now upwards of 2,000, the conductors hope, during the coming year, to have an increased number of contributors, and that it will be improved in proportion. Steps have already been taken to obtain valuable contributions for future numbers, and it is hoped that each issue shall be enriched with articles from able writers.

Terms—Single Subscriptions, $1.50.

CLUBBING.—A district clerk and teacher, or any other two persons, clubbing and sending their subscriptions in advance, shall receive the JOURNAL at $1.25 each; and persons may at any time be added to the club, at the same rate. Nearly every one of our present subscribers can get one or more names for a club. In such cases, the added club subscribers must be $1.50 subscribers. It is not necessary that club subscribers all receive their copies at the same post-office.

ADVERTISING.—It is needless to remark that the JOURNAL is a valuable medium for advertising. Terms reasonable, and communicated on request.

MADISON MUTUAL INSURANCE COMPANY

MADISON, WISCONSIN.

CAPITAL, - - $1,036,789.60

DAVID ATWOOD,	PRESIDENT.
HIRAM H. GILES,	VICE PRESIDENT.
SAMUEL D. HASTINGS,	TREASURER.
DENISON WORTHINGTON,	SECRETARY.
H. H. GILES,	GENERAL AGENT.
B. E. HUTCHINSON,	ADJUSTER.

GIVES SPECIAL ATTENTION TO

FARM AND HOMESTEAD PROPERTY.

The Largest, Oldest, and Most Successful Company in the Northwest.

Losses Paid, Chiefly on Farm Property, Nearly $750,000.

NATIONAL SERIES

Standard School Books,

A. S. BARNES & COMPANY,

NEW YORK. PUBLISHERS. CHICAGO.

Teachers desiring further information regarding the books on this list, as well as a knowledge of others not mentioned herein, are referred to our Descriptive Catalogue, and the Educational Bulletin, copies of which will be sent *free* to any teacher sending us name and postoffice address.

RECENT PUBLICATIONS.

READERS AND SPELLERS.

BY PROF. J. M. WATSON.

			Examination Prices. Post-Pid.
Independent First Reader,	80 pp.		10 cts
Independent Second Reader,	160 pp.		20 cts
Independent Third Reader,	240 pp.		30 cts
Independent Fourth Reader,	264 pp.		40 cts
Independent Fifth Reader,	336 pp.		50 cts
Independent Sixth Reader,	474 pp.		60 cts
Independent Spelling Book.			10 cts
Independent Child's Speller.			10 cts
Independent Youth's Speller.			20 cts

ARITHMETICS.

BY PROF. W. G. PECK,

(Of Columbia College, N. Y.)

First Lessons in Arithmetic,	15 cts
Manual of Practical Arithmetic,	25 cts
Complete Arithmetic,	40 cts

NEW COURSE IN GEOGRAPHY.

BY PROF. JAS. MONTEITH.

Monteith's Elementary Geography,	35 cts
Monteith's Comprehensive Geography	75 cts
Monteith's Physical Geography,	50 cts

ENGLISH GRAMMAR.

BY PROF. S. W. CLARK.

Clark's Easy Lessons in Language,	15 cts
Clark's Brief Grammar,	30 cts
Clark's Normal Grammar,	50 cts

UNITED STATES HISTORY.

Barnes' Brief History,	75 cts

NATURAL SCIENCE.

BY PROF. J. DORMAN STEELE.

Steele's 14 Weeks in Chemistry.	75 cts
Steele's 14 Weeks in Philosophy,	75 cts
Steele's 14 Weeks in Astronomy,	75 cts
Steele's 14 Weeks in Geology,	75 cts
Steele's 14 Weeks in Physiology.	75 cts

The educational public are earnestly invited to *write us.* Do not be afraid to ask questions; it will be our pleasure to answer them. Any information or service in our power, will always be cheerfully and promptly rendered. It is our desire to afford educators every facility to satisfy themselves, that all we claim for our books is justified by the *facts.*

The **NATIONAL SERIES**, comprises more than **three hundred** publications, presenting text-books adapted to every grade of common-school and college classes, all of which will be found fully described in our new Descriptive Catalogue, mailed free on application.

Sample Copies when desired for examination with view to introduction will be forwarded on receipt of half the retail price.

A. S. BARNES & CO.,

111 & 113 William St., New York, or 113 & 115 State St., Chicago.

NEW TEXT-BOOKS.

Colton's New Series of Geographies.

The whole subject for Common School use in Two Books.

COLTON'S NEW INTRODUCTORY GEOGRAPHY,

Elegantly illustrated with 18 entirely new maps, drawn expressly for this book. Price 90 cents.

COLTON'S COMMON SCHOOL GEOGRAPHY,

Elegantly illustrated by numerous engravings and 38 maps, drawn expressly for this book. Price $2.00.

THREE SETS OF MAPS—STUDY, RAILROAD AND REFERENCE.

This is by far the most complete series of Geographies ever offered to the American public. [illegible] Forty Study Maps, simple and clear to the scholar; Two double-paged Railroad Maps, [illegible] completeness and beauty; and Ten Commercial and Reference Maps of the United States.

PROMINENT CHARACTERISTICS.

Simplicity, conciseness, and elegance of statement;
Arrangements of subject-matter;
Clearness and beauty of Study Maps;
Exclusion of superfluous matter;
Elegant and instructive illustrations;
Valuable Railroad and Reference Maps;
Map Drawing clearly taught, without being a hobby;
Reliable statistical tables;
Adaptation to the present wants of schools; and
Superiority in typography and binding.

"They are superior to any other works of the kind that I have seen."—*SOLOMON POOL, Prof. of the University of N. C.*

"They are the work of a scholar and teacher."—*EDWARD BROOKS, Principal of the State Normal School, Millersville, Pa.*

OLNEY'S HIGHER MATHEMATICS.

Olney's Mathematical Series embraces:—

Complete School Algebra, - Key to Complete School Algebra
University Algebra. - Key to University Algebra;
Test Examples in Algebra,
Elements of Geometry (Separate.) Elements of Trigonometry (Separate)
Elements of Geometry and Trigonometry, (1 vol.)
Geometry and Trigonometry, (Uni. Ed.)
General Geometry and Calculus.

CHARACTERISTIC FEATURES OF THE WHOLE SERIES.

Breadth and Unity of View; Comprehensiveness; Special Adaptation; Model Solutions; Arrangement in short sections; and Synopses.

"They are the best representatives of the modern scientific spirit, in the fields of mathematics, that we have."—*W. F. PHELPS, Prin. State Nor. School, Winona, Minn.*

"Prof. Olney's books are altogether the best of the kind accessible in American students."—*E. A. HAVEN, Pres. Northwestern University, Ill.*

Stoddard's Arithmetics, Lossing's U. S. Histories, Kendrick's Xenophon's Anabasis, Alden's Works on Government, Shaw's Works on English Literature, Patterson's Speller and Analyzer, Patterson's Exercise Book, Bullion's Latin English and English Latin Lexicon, Etc., Etc.

Price List or Descriptive Catalogues sent on application. Most liberal terms given for introduction. Correspondence of teachers and superintendents cordially invited, and will receive prompt attention. Address

Western Agency of **SHELDON & CO.,**
113 and 115, State St., CHICAGO.

Vol. 4.] TERMS, $1.50 A YEAR. [No. 8.

WISCONSIN

Journal of Education

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

AUGUST, 1874.

CONTENTS:

President's Address,	Page 285	The True Function of the High School,	Page 301
Preparation in Vacation,	290	Lively Exercises for the School Room,	309
Are the Normal Schools Local?	291	School Government,	309
Questions as to Normal Schools,	292	How to Teach Geography,	310
Short Articles,	293, 315	Wisconsin State Teachers' Association,	311
Symmetrical Development,	294	Official Department,	315
Æsthetic Education in Schools,	296	Editorial Miscellany,	317
Learning to Teach,	299	Book Notices,	325

EDWARD SEARING AND JOHN B. PRADT,
Editors and Publishers.

MADISON, WIS.:
DEMOCRAT COMPANY BOOK AND JOB PRINTERS, MIFFLIN-ST.
1874.

ARCHITECTURE.—BUILDING COMMITTEES WILL FIND A VARIETY of Modern Designs for School Houses, Court Houses, and Churches, on application to

☞ Correctness of Estimates Guarranteed. E. TOWNSEND MIX,
☞ 1874—Established—1856. ARCHITECT, MILWAUKEE, WIS

IN PRESS.—THE KING OF DAY SCHOOL BOOKS.

SILVER CAROLS

BY W. A. OGDEN AND J. H. LESLIE,

The Best, Handsomest and Most Practical Music Book for Day Schools Ever Written; Suited for Every Occasion in School.

It Contains 160 Pages.

A Theoretical Department, short, simple and practical.

A Collection of Songs for general use in the School Room, which are bright, lively and cheerful.

A Song and Chorus Department of Sparkling Melodies for special occasions, and the home circle.

A Collection of Rounds, cheerful and entertaining.

With other departments, making it the **Best Singing Book** for Day Schools, Singing Classes and the Home, ever published.

W. W. WHITNEY, Publisher, Toledo, O.

Price, 50 cts. per copy; $5.00 per dozen. The style and make-up of the book will speak for itself. Specimen pages sent by mail free.

Kitty McKay. Song and Chorus ..... Hays
Out in the Snow; or, Drunkard's Child. Hays
Sweet Little May. Song and Chorus. Hays

NEW SONGS

Where has Ida gone? Song and Cho. Hays
Don't forget me, Nellie. Song and Ch., Hays
Nora, Pride of Kilkee. Song and Ch., Hays

BY THE AUTHOR OF

Follow up the Plow. Song and Ch.... Hays
My Lost Louise. Song and Chorus,... Hays
Lennie Darling. Song and Chorus,... Hays

MOLLIE DARLING.

Old Caleb. Song and Chorus, ... Hays
Be still, poor Heart. Song and Cho.,. Hays
Out on the Sea. Song and Chorus,... Hays

Mailed, post-paid, on receipt of the marked price.

By J. L. PETERS, 599 Broadway, New York.

OUR NEW BOOKS.

Language Lessons for Beginners. By Prof. Jno S. Hart, LL. D. A simple, [illegible] and rational introduction to the study of Grammar. Price, 30 cents. A sample copy of this book for examination will be sent to any teacher in the United States, without charge, on receipt of a [illegible] stamp to pay postage, &c.

English Grammar and Analysis. By Prof. John S. Hart, LL. D. A book that [illegible] hailed with delight by teachers who want an English Grammar that can be used with satisfaction both to teacher and pupil. Price, 90 cents. Half price to teachers for examination.

Three Thousand Practice Words. By Prof. J. Willis Westlake, A. M., State Normal School, Millersville, Pa., contains lists of Familiar Words often mis-spelled. Difficult Words, [illegible] phonous Words, Words often Confounded, Rules for Spelling, &c. It is a book that every teacher wants. Handsomely bound in flexible cloth, crimson edges. Price, 50 cents. Sent to teachers for examination on receipt of 35 cents.

Constitution of the United States. By Prof John S. Hart, LL. D. Just the book [illegible] in the hands of every future voter. Should be taught in every school. Price, 60 cents. Half price to teachers for examination.

Descriptive Circulars of the above sent to any address on application, accompanied by [illegible] pay postage. Please Address

ELDREDGE & BROTHER, No. 17 N. Seventh St., Philadelphia.

MADISON MUTUAL INSURANCE COMPANY,

MADISON, WISCONSIN.

CAPITAL, - - $1,036,789.80.

DAVID ATWOOD, - - - - PRESIDENT.
HIRAM H. GILES, - - - - VICE PRESIDENT.
SAMUEL D. HASTINGS, - - - TREASURER.
DENISON WORTHINGTON, - - - SECRETARY.
H. H. GILES, - - - - GENERAL AGENT.
B. E. HUTCHINSON, - - - - ADJUSTER.

GIVES SPECIAL ATTENTION TO

FARM AND HOMESTEAD PROPERTY.

The Largest, Oldest, and Most Successful Company in the Northwest.

Losses Paid, Chiefly on Farm Property, Nearly $750,000.

NATIONAL SERIES
Standard School Books,

A. S. BARNES & COMPANY,

NEW YORK. PUBLISHERS. CHICAGO.

RECENT PUBLICATIONS.

READERS AND SPELLERS.

BY PROF. J. M. WATSON.

		Examination Prices, Post-Pd.
Independent First Reader,	80 pp.	10 cts
Independent Second Reader,	160 pp.	20 cts
Independent Third Reader,	240 pp	30 cts
Independent Fourth Reader,	264 pp.	40 cts
Independent Fifth Reader,	336 pp.	50 cts
Independent Sixth Reader,	474 pp.	60 cts
Independent Spelling Book,		10 cts
Independent Child's Speller,		10 cts
Independent Youth's Speller,		20 cts

ARITHMETICS.

BY PROF. W. G. PECK,

(Of Columbia College, N. Y.)

First Lessons in Arithmetic,	15 cts
Manual of Practical Arithmetic,	25 cts
Complete Arithmetic,	40 cts

NEW COURSE IN GEOGRAPHY.

BY PROF. JAS. MONTEITH.

Monteith's Elementary Geography,	35 cts
Monteith's Comprehensive Geography	75 cts
Monteith's Physical Geography,	50 cts

ENGLISH GRAMMAR.

BY PROF. S. W. CLARK.

Clark's Easy Lessons in Language,	15 cts
Clark's Brief Grammar,	30 cts
Clark's Normal Grammar,	50 cts

UNITED STATES HISTORY.

Barnes' Brief History,	75 cts

NATURAL SCIENCE.

BY PROF. J. DORMAN STEELE.

Steele's 14 Weeks in Chemistry,	75 cts
Steele's [illegible] Weeks in Philosophy,	75 cts
Steele's [illegible] Weeks in Astronomy,	75 cts
Steele's 4 Weeks in Geology,	75 cts
Steele's 14 Weeks in Physiology,	75 cts

The educational public are earnestly invited to *write us.* Do not be afraid to ask questions; it will be our pleasure to answer them. Any information or service in our power, will always be cheerfully and promptly rendered. It is our desire to afford educators every facility to satisfy themselves, that all we claim for our books is justified by the *facts.*

Teachers desiring further information regarding the books on this list, as well as a knowledge of others not mentioned herein, are referred to our Descriptive Catalogue, and the Educational Bulletin, copies of which will be sent *free* to any teacher sending us name and postoffice address.

The **NATIONAL SERIES**, comprises more than **three hundred** publications, presenting text-books adapted to every grade of common-school and college classes, all of which will be found fully described in our new Descriptive Catalogue, mailed gratis on application.

Sample Copies when desired for examination with view to introduction will be forwarded on receipt of half the retail price.

A. S. BARNES & CO.,

111 & 113 William St., New York, or 113 & 115 State St., Chicago.

The MEDAL FOR MERIT was awarded the Eclectic Educational Series at the VIENNA WORLD'S EXPOSITION, 1873.

THE BEST AND CHEAPEST

ECLECTIC

EDUCATIONAL SERIES

McGuffey's Speller
McGuffey's Readers
Ray's Arithmetics
White's Arithmetics
Harvey's Grammars
Eclectic Geographies
Eclectic Penmanship
Venable's History

☞ *Send for Catalogue of these and other Text-Books.*

WILSON, HINKLE & CO.

CINCINNATI : NEW YORK

"WILSON, HINKLE & CO. are counted the largest Educational House in the Trade."—New York Evening Mail.

NOW READY:

By the Author of Norton's Natural Philosophy.

THE ELEMENTS OF PHYSICS. For Academies and Common Schools. By SIDNEY A. NORTON, A. M. 256 pp. Sample Copy by mail, postpaid, for examination with a view to introduction into schools, 84 cents. Supplies for first introduction into schools, 84 cents per copy.

The object of this book is not merely to give a systematic and symmetrical epitome of the Science, but so to present each topic that the pupil shall receive, from the first, clear, accurate and scientific ideas.

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

NOW READY:

KEY TO SCHUYLER'S COMPLETE ALGEBRA. $1.25.

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

NOW READY:

ECLECTIC COPY-BOOK COVERS. 20 cents per dozen for first introduction into schools.

WILSON, HINKLE & CO., Publishers, Cincinnati and New York

IMPORTANT NEW PUBLICATIONS:

THALHEIMER'S MEDIEVAL AND MODERN HISTORY, VENABLE'S AMATEUR ACTOR. DUFFET'S FRENCH METHOD, HALLMAN'S LECTURES ON THE HISTORY OF PEDAGOGY. ANDREWS' MANUAL OF THE CONSTITUTION, COW'S MORALS AND MANNERS, &c., &c.

☞ *Send for Descriptive Circulars and Price List.*

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

Vol. 4.] TERMS, $1.50 A YEAR. [No. 9.

WISCONSIN Journal of Education

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

SEPTEMBER, 1874.

CONTENTS:

Results of School Discipline,	Page 327	Teachers Must Improve,	Page 347
Educational Value of Geological Survey,	330	Spelling.	348
Our Reading,	333	Visiting Schools,	349
Wisconsin as the Geographical Unit,	338	Why Teaching is not a Profession,	350
Explanations in Arithmetic,	339	"Finishing My Education" in Germany,	351
Written Exercises,	340	Black Boards,	352
Female Education,	341	Debating in Country Schools,	353
Ancient Libraries,	342	Convention of Institute Conductors,	354
School Supervision,	343	Official Department,	357
County High Schools,	345	Editorial Miscellany,	359
Short Articles,	341, 344, 347, 350, 356	Book Notices,	364

EDWARD SEARING AND JOHN B. PRADT,
Editors and Publishers.

MADISON, WIS.:
DEMOCRAT COMPANY BOOK AND JOB PRINTERS, MIFFLIN-ST.
1874.

ARCHITECTURE.—BUILDING COMMITTEES WILL FIND A VARIETY of Modern Designs for School Houses, Court Houses, and Churches, on application to

☞ Correctness of Estimates Guarranteed.
☞ 1874—Established—1856.

E. TOWNSEND MIX,
ARCHITECT, MILWAUKEE, WIS

University of Wisconsin.

MADISON, WISCONSIN.

This institution embraces the following Colleges and Departments :

COLLEGE OF ARTS.

Five Departments. General Science, Agriculture, Civil Engineering, Mining and Military Science.

COLLEGE OF LETTERS.

Two Departments. ANCIENT CLASSICAL Department, in which the course of study is equivalent to that in the best classical colleges in the country.
MODERN CLASSICAL Department. French and German take the place of Greek.

SUB-FRESHMEN COURSE.

This embraces two years of preparatory study.
Ladies are admitted to all the courses of instruction in the University.

LAW SCHOOL.

Judge P. L. SPOONER, Dean of the Law Faculty.
The Laboratories for instruction in Analytical Chemistry, Determinative Mineralogy and the Assaying of Ores, are believed to be the most complete in the country, west of the Alleghanies.

A QUANTITATIVE LABORATORY

has been opened, and numerous additions have been made to the apparatus in the different Departments of Science.

LIBRARIES.

are open to students, without charge, containing more than *SEVENTY THOUSAND VOLUMES*.

THE CURRENT EXPENSES

are less than in other institutions of equal grade. One student from each Assembly district, and graduates of graded schools of the State who pass the required examination, are entitled to

FREE TUITION.

The institution is under the immediate charge of a President and twenty-six Professors and Teachers, and is, in all respects, in a highly prosperous condition.
For further information, apply to

JOHN BASCOM,
President.

MADISON, June 4, 1874.

MADISON MUTUAL
INSURANCE COMPANY,

MADISON, WISCONSIN.

CAPITAL, - - $1,036,789.80.

DAVID ATWOOD,	PRESIDENT.
HIRAM H. GILES,	VICE PRESIDENT.
SAMUEL D. HASTINGS,	TREASURER.
DENISON WORTHINGTON,	SECRETARY.
H. H. GILES,	GENERAL AGENT.
B. E. HUTCHINSON,	ADJUSTER.

GIVES SPECIAL ATTENTION TO

FARM AND HOMESTEAD PROPERTY.

The Largest, Oldest, and Most Successful Company in the Northwest.

Losses Paid, Chiefly on Farm Property, Nearly $750,000.

NATIONAL SERIES
Standard School Books,

A. S. BARNES & COMPANY,

NEW YORK. PUBLISHERS. CHICAGO.

RECENT PUBLICATIONS.

READERS AND SPELLERS.

BY PROF. J. M. WATSON.

		Examination Prices, Post-Pd.
Independent First Reader,	80 pp.	10 cts
Independent Second Reader,	160 pp.	20 cts
Independent Third Reader,	240 pp	30 cts
Independent Fourth Reader,	264 pp.	40 cts
Independent Fifth Reader,	336 pp.	50 cts
Independent Sixth Reader,	474 pp.	60 cts
Independent Spelling Book,		10 cts
Independent Child's Speller,		10 cts
Independent Youth's Speller,		20 cts

ARITHMETICS.

BY PROF. W. G. PECK,

(Of Columbia College, N. Y.)

First Lessons in Arithmetic,	15 cts
Manual of Practical Arithmetic,	25 cts
Complete Arithmetic,	40 cts

NEW COURSE IN GEOGRAPHY.

BY PROF. JAS. MONTEITH.

Monteith's Elementary Geography,	35 cts
Monteith's Comprehensive Geography	75 cts
Monteith's Physical Geography,	50 cts

ENGLISH GRAMMAR.

BY PROF. S. W. CLARK.

Clark's Easy Lessons in Language,	15 cts
Clark's Brief Grammar,	30 cts
Clark's Normal Grammar,	50 cts

UNITED STATES HISTORY.

Barnes' Brief History,	75 cts

NATURAL SCIENCE.

BY PROF. J. DORMAN STEELE.

Steele's 14 Weeks in Chemistry,	75 cts
Steele's 14 Weeks in Philosophy,	75 cts
Steele's 14 Weeks in Astronomy,	75 cts
Steele's 14 Weeks in Geology,	75 cts
Steele's 14 Weeks in Physiology,	75 cts

The educational public are earnestly invited to *write us.* Do not be afraid to ask questions; it will be our pleasure to answer them. Any information or service in our power, will always be cheerfully and promptly rendered.

It is our desire to afford educators every facility to satisfy themselves, that all we claim for our books is justified by the *facts.*

Teachers desiring further information regarding the books on this list, as well as a knowledge of others not mentioned herein, are referred to our Descriptive Catalogue, and the Educational Bulletin, copies of which will be sent *free* to any teacher sending us name and postoffice address.

The **NATIONAL SERIES**, comprises more than **three hundred** publications, presenting text-books adapted to every grade of common-school and college classes, all of which will be found fully described in our new Descriptive Catalogue, mailed free on application.

Sample Copies when desired for examination with view to introduction will be forwarded on receipt of half the retail price.

A. S. BARNES & CO.,

111 & 113 William St., New York, or 113 & 115 State St., Chicago.

D. Appleton & Co.'s Publications.

CORNELL'S GEOGRAPHIES.

Revised Editions—The Best, the Cheapest, the Most Popular.

New Primary Geography	$0 90	**New Physical Geography**	$1 60
New Intermediate Geography	1 50	**Outline Maps**	15 00

Surpass all others—1st, in Philosophical arrangement; 2d, in Gradual Progression; 3d, in Mode of Memorizing; 4th, in Full Explanation; 5th, in Agreement of Maps with Text; 6th, in Maps, Illustrations, Text and Execution; *in fine*, every feature of a good Geography.

MATHEMATICAL SERIES.

Appleton's Arithmetics.

Primary Arithmetic	$0 30	**Practical Arithmetic**	$1 00
Mental Arithmetic	45	**Key to Practical** (for teacher's use)	20
Elementary Arithmetic	50		

These books are new, and as perfect in all respects as care, thought and labor can possibly make them, thoroughly graded, definitions simple, arrangement natural, methods shortest, best, and such as are used by business men.

ENGLISH GRAMMAR AND COMPOSITION.

BY G. P. QUACKENBOS, LL. D.

Quackenbos's Primary Grammar	$ 50
" **English Grammar**	90
" **First Lessons in Composition**	90
" **Course of Composition and Rhetoric**	1 50

Brief and clear in definition, lucid in arrangement, happy in illustration, practical in exercises, full in explanations, and complete in every respect.

HISTORY.

Quackenbos's Elementary History of the United States	$ 75
" **School History of the United States**	1 75

These Histories commend themselves to the people of the whole country. They are eminently fair on all questions of religion and politics; eschewing all prejudices, they carefully avoid any attempts to bias the young.

SCIENTIFIC WORKS.

Lockyer's Astronomy	$1 75
Quackenbos's Natural Philosophy (just revised)	1 75
Youman's Chemistry (50th edition)	1 75
Huxley & Youman's Physiology	1 75
Youman's First Book of Botany	1 00
Gillespie's Land Surveying	3 00

LATIN SERIES.

Harkness's Introductory Latin Book	$1 25
" **Elementary Latin Grammar**	1 25
" **New Latin Grammar**	1 50
" **Introductory to Latin Composition**	1 50

HARKNESS' CÆSAR	$1 50	LINCOLN'S LIVY	$1 75
JOHNSON'S CICERO	1 50	" HORACE	1 75
" NEPOS	1 50	TYLER'S TACITUS	1 75
FRIEZE'S VIRGIL	2 00	ARNOLD'S LATIN PROSE COMPOSITION	1 50
SALLUST	1 75	LATIN TESTAMENT	1 25

GREEK.

HADLEY'S GREEK GRAMMAR	$2 00
WHITON'S FIRST LESSONS IN GREEK	1 50
HARKNESS' 1ST GREEK BOOK	1 50
ARNOLD'S GREEK PROSE COMPOSITION	1 50
BOISE'S " " "	1 50
BOISE'S XENOPHON'S ANABASIS (three books)	1 50
HOMER'S ILIAD, OWEN'S	2 00
" ODYSSEY, do.	2 00
THUCYDIDES, WITH MAP, do.	2 50
XENOPHON'S CYROPÆDIA, do.	2 00
" MEMORABLIA, do.	2 00
PLATO'S APOLOGY, &c.	1 50
GREEK TESTAMENT	2 00

KRUSI'S DRAWING CARDS, 4 Nos., 20c. each.

KRUSI'S MANUAL FOR TEACHERS, 75c.

P. B. HULSE, Agent,

117 & 119, State St., Chicago.

Vol. 4.] TERMS, $1.50 A YEAR. [No. 10.

WISCONSIN

Journal of Education

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

OCTOBER, 1874.

CONTENTS:

Report on Upper Schools,	Page 369	Hints to Young Teachers,	Page 392
Culture in Common Schools,	376	The Seven Laws of Teaching,	393
Less Grammar and More Language,	379	Scientific Education,	394
Instruction in American History,	380	Geography in Schools,	396
Teacher's Means and Motives to Self-Improvemnt,	382	Elementary Teaching,	398
A Decision by the Supreme Court,	389	Official Department,	399
Penmanship,	390	Editorial Miscellany,	401
The Teacher, (Poem,)	392	National University,	406
Short Articles,	393, 394, 395, 396	Book Notices,	411

EDWARD SEARING AND JOHN B. PRADT,
Editors and Publishers.

MADISON, WIS.:
DEMOCRAT COMPANY BOOK AND JOB PRINTERS, MIFFLIN-ST.
1874.

ARCHITECTURE.—BUILDING COMMITTEES WILL FIND A VARIETY of Modern Designs for School Houses, Court Houses, and Churches, on application to

☞ Correctness of Estimates Guarranteed. **E. TOWNSEND MIX,**
☞ 1874—Established—1856. ARCHITECT, MILWAUKEE, WIS

University of Wisconsin

MADISON, WISCONSIN.

This institution embraces the following Colleges and Departments:

COLLEGE OF ARTS.

Five Departments. General Science, Agriculture, Civil Engineering, Mining and Metallurgy, Military Science.

COLLEGE OF LETTERS.

Two Departments. ANCIENT CLASSICAL Department, in which the course of study is same as to that in the best classical colleges in the country.
MODERN CLASSICAL Department. French and German take the place of Greek.

SUB-FRESHMEN COURSE.

This embraces two years of preparatory study.
Ladies are admitted to all the courses of instruction in the University.

LAW SCHOOL.

Judge P. L. SPOONER, Dean of the Law Faculty.
The Laboratories for instruction in Analytical Chemistry, Determinative Mineralogy and Dressing of Ores, are believed to be the most complete in the country, west of the Alleghanies.

A QUANTITATIVE LABORATORY

has been opened, and numerous additions have been made to the apparatus in the different departments of Science.

LIBRARIES.

are open to students, without charge, containing more than *SEVENTY THOUSAND VOLUMES*.

THE CURRENT EXPENSES

are less than in other institutions of equal grade. One student from each Assembly district, and graduates of graded schools of the State who pass the required examination, are entitled to

FREE TUITION.

The institution is under the immediate charge of a President and twenty-six Professors and Teachers, and is, in all respects, in a highly prosperous condition.
For further information, apply to

JOHN BASCOM,
President.

MADISON, June 4, 1874.

MADISON MUTUAL
INSURANCE COMPANY

MADISON, WISCONSIN.

CAPITAL, - - $1,036,789.80

DAVID ATWOOD,	PRESIDENT.
HIRAM H. GILES,	VICE PRESIDENT.
SAMUEL D. HASTINGS,	TREASURER.
DENISON WORTHINGTON,	SECRETARY.
H. H. GILES,	GENERAL AGENT.
B. E. HUTCHINSON,	ADJUSTER.

GIVES SPECIAL ATTENTION TO

FARM AND HOMESTEAD PROPERTY.

The Largest, Oldest, and Most Successful Company in the Northwest.

Losses Paid, Chiefly on Farm Property, Nearly $750,000.

NATIONAL SERIES
Standard School Books,

A. S. BARNES & COMPANY,

NEW YORK. PUBLISHERS. CHICAGO.

RECENT PUBLICATIONS.

READERS AND SPELLERS.

BY PROF. J. M. WATSON.

		Examination Prices, Post-Pd
Independent First Reader,	80 pp.	10 cts.
Independent Second Reader,	160 pp.	20 cts
Independent Third Reader,	240 pp	30 cts
Independent Fourth Reader,	264 pp.	40 cts
Independent Fifth Reader	336 pp	50 cts
Independent Sixth Reader,	474 pp	60 cts
Independent Spelling Book		10 cts
Independent Child's Speller,		10 cts
Independent Youth's Speller,		20 cts

ARITHMETICS.

BY PROF. W. G. PECK,

(Of Columbia College, N. Y.)

First Lessons in Arithmetic,	15 cts
Manual of Practical Arithmetic,	25 cts
Complete Arithmetic,	40 cts

NEW COURSE IN GEOGRAPHY.

BY PROF. JAS. MONTEITH.

Monteith's Elementary Geography,	35 cts
Monteith's Comprehensive Geography	75 cts
Monteith's Physical Geography,	50 cts

ENGLISH GRAMMAR.

BY PROF. S. W. CLARK.

Clark's Easy Lessons in Language,	15 cts
Clark's Brief Grammar,	30 cts
Clark's Normal Grammar,	50 cts

UNITED STATES HISTORY.

Barnes' Brief History,	75 cts

NATURAL SCIENCE.

BY PROF. J. DORMAN STEELE.

Steele's 14 Weeks in Chemistry,	75 cts
Steele's 14 Weeks in Philosophy,	75 cts
Steele's 14 Weeks in Astronomy,	75 cts
Steele's 14 Weeks in Geology,	75 cts
Steele's 14 Weeks in Physiology,	75 cts

The educational public are earnestly invited to *write us.* Do not be afraid to ask questions; it will be our pleasure to answer them. Any information or service in our power, will always be cheerfully and promptly rendered. It is our desire to afford educators every facility to satisfy themselves, that all we claim for our books is justified by the *facts.*

Teachers desiring further information regarding the books on this list, as well as a knowledge of others not mentioned herein, are referred to our Descriptive Catalogue, and the Educational Bulletin, copies of which will be sent *free* to any teacher sending us name and postoffice address.

The **NATIONAL SERIES**, comprises more than **three hundred** publications, presenting text-books adapted to every grade of common-school and college classes, all of which will be found fully described in our new Descriptive Catalogue, mailed FREE on application.

Sample Copies when desired for examination with view to introduction will be forwarded on receipt of half the retail price.

A. S. BARNES & CO.,

111 & 113 William St., New York. or 113 & 115 State St., Chicago

D. Appleton & Co.'s Publications.

CORNELL'S GEOGRAPHIES.

Revised Editions—The Best, the Cheapest, the Most Popular.

New Primary Geography	$0 90	**New Physical Geography**	$1 00
New Intermediate Geography	1 50	**Outline Maps**	15 00

Surpass all others—1st, in Philosophical arrangement; 2d, in Gradual Progression; 3d, in Mode of Memorizing; 4th, in Full Explanation; 5th, in Agreement of Maps with Text; 6th, in Maps, Illustrations, Text and Execution; *in fine*, every feature of a good Geography.

MATHEMATICAL SERIES.

Appleton's Arithmetics.

Primary Arithmetic	$0 30	**Practical Arithmetic**	$1 00
Mental Arithmetic	45	**Key to Practical** (for teacher's use)	20
Elementary Arithmetic	50		

These books are new, and as perfect in all respects as care, thought and labor can possibly make them, thoroughly graded, definitions simple, arrangement natural, methods shortest, best, and such as are used by business men.

ENGLISH GRAMMAR AND COMPOSITION.

BY G. P. QUACKENBOS, LL. D.

Quackenbos's Primary Grammar	$ 50
" **English Grammar**	90
" **First Lessons in Composition**	90
" **Course of Composition and Rhetoric**	1 50

Brief and clear in definition, lucid in arrangement, happy in illustration, practical in exercises, full in explanations, and complete in every respect.

HISTORY.

Quackenbos's Elementary History of the United States	$ 75
" **School History of the United States**	1 75

These Histories commend themselves to the people of the whole country. They are eminently fair on all questions of religion and politics; eschewing all prejudices, they carefully avoid any attempts to bias the young.

SCIENTIFIC WORKS.

Lockyer's Astronomy	$1 75
Quackenbos's Natural Philosophy (just revised)	1 75
Youman's Chemistry (50th edition)	1 75
Huxley & Youman's Physiology	1 75
Youman's First Book of Botany	1 00
Gillespie's Land Surveying	3 00

LATIN SERIES.

Harkness's Introductory Latin Book	$1 25		
" **Elementary Latin Grammar**	1 25		
" **New Latin Grammar**	1 50		
" **Introductory to Latin Composition**	1 50		
HARKNESS' CÆSAR	$1 50	LINCOLN'S LIVY	$1 75
JOHNSON'S CICERO	1 50	" HORACE	1 75
" NEPOS	1 50	TYLER'S TACITUS	1 25
FRIEZE'S VIRGIL	2 00	ARNOLD'S LATIN PROSE COMPOSITION	1 50
SALLUST	1 75	LATIN TESTAMENT	1 25

GREEK.

HADLEY'S GREEK GRAMMAR	$2 00
WHITON'S FIRST LESSONS IN GREEK	1 50
HARKNESS' 1ST GREEK BOOK	1 50
ARNOLD'S GREEK PROSE COMPOSITION	1 50
BOISE'S " " "	1 50
BOISE'S XENOPHON'S ANABASIS (three books)	1 50
HOMER'S ILIAD, OWEN'S	2 00
" ODYSSEY, do.	2 00
THUCYDIDES, WITH MAP, do.	2 50
XENOPHON'S CYROPÆDIA, do.	2 00
" MEMORABLIA, do.	2 00
PLATO'S APOLOGY, &c.	1 50
GREEK TESTAMENT	2 00

KRUSI'S DRAWING CARDS, 4 Nos., 20c. each.

KRUSI'S MANUAL FOR TEACHERS, 75c.

P. B. HULSE, Agent,

117 & 119, State St., Chicago.

Vol. 4.] TERMS, $1.50 A YEAR. [No. 11.

WISCONSIN Journal of Education

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

NOVEMBER, 1874.

CONTENTS:

Academic Culture in the State System,	Page 413	Legends and Superstitions,	Page 433
Are Wisconsin Teachers Fitted for their Business?	416	New Experiments in Education,	433
Hiring Teachers by the Year,	417	The Art of Skipping,	435
Primary Instruction,	419	The Art of Questioning,	436
Democracy Here Also,	422	Hints from School Reports,	436
Effects of Impure Literature,	423	Normal,	438
Growth,	425	Wedding of the Gold Pen and Inkstand,	439
How to Treat Children,	427	Official Department,	440
Drawing in District Schools,	428	Editorial Miscellany,	443
The Relation of Art to Education,	429	What the Town System Can Do for Us,	445
Mr. Tyndall's Adddress,	431	Book Notices,	455

EDWARD SEARING AND JOHN B. PRADT,
Editors and Publishers.

MADISON, WIS.:
DEMOCRAT COMPANY BOOK AND JOB PRINTERS, MIFFLIN-ST.
1874.

ARCHITECTURE.—BUILDING COMMITTEES WILL FIND A VARIETY of Modern Designs for School Houses, Court Houses, and Churches, on application to

☞Correctness of Estimates Guarranteed.
☞1874—Established—1856.

E. TOWNSEND MIX,
ARCHITECT, MILWAUKEE, WIS

University of Wisconsin,

MADISON, WISCONSIN.

This Institution embraces the following Colleges and Departments:

COLLEGE OF ARTS.

Five Departments. General Science, Agriculture, Civil Engineering, Mining and Metallurgy, Military Science.

COLLEGE OF LETTERS.

Two Departments. ANCIENT CLASSICAL Department, in which the course of study is equal to that in the best classical colleges in the country.
MODERN CLASSICAL Department. French and German take the place of Greek.

SUB-FRESHMEN COURSE.

This embraces two years of preparatory study.
Ladies are admitted to all the courses of instruction in the University.

LAW SCHOOL.

Judge P. L. SPOONER, Dean of the Law Faculty.
The Laboratories for Instruction in Analytical Chemistry, Determinative Mineralogy and Assaying of Ores, are believed to be the most complete in the country, west of the Alleghanies.

A QUANTITATIVE LABORATORY

has been opened, and numerous additions have been made to the apparatus in the different Departments of Science.

LIBRARIES.

are open to students, without charge, containing more than *SEVENTY THOUSAND VOLUMES*.

THE CURRENT EXPENSES

are less than in other institutions of equal grade. One student from each Assembly district, and graduates of graded schools of the State who pass the required examination, are entitled to

FREE TUITION.

The Institution is under the immediate charge of a President and twenty-six Professors and Teachers, and is, in all respects, in a highly prosperous condition.
For further information, apply to

JOHN BASCOM, President.

MADISON, June 4, 1874.

MADISON MUTUAL
INSURANCE COMPANY

MADISON, WISCONSIN.

CAPITAL, - - $1,036,789.80

DAVID ATWOOD,	PRESIDENT.
HIRAM H. GILES,	VICE PRESIDENT.
SAMUEL D. HASTINGS,	TREASURER.
DENISON WORTHINGTON,	SECRETARY.
H. H. GILES,	GENERAL AGENT.
B. E. HUTCHINSON,	ADJUSTER.

GIVES SPECIAL ATTENTION TO

FARM AND HOMESTEAD PROPERTY.

The Largest, Oldest, and Most Successful Company in the Northwest.

Losses Paid, Chiefly on Farm Property, Nearly $750,000.

NATIONAL SERIES
Standard School Books,

A. S. BARNES & COMPANY,

NEW YORK. PUBLISHERS. CHICAGO.

Teachers desiring further information regarding the books on this list, as well as a knowledge of others not mentioned herein, are referred to our Descriptive Catalogue, and the Educational Bulletin, copies of which will be sent *free* to any teacher sending us name and postoffice address.

RECENT PUBLICATIONS.

READERS AND SPELLERS.

BY PROF. J. M. WATSON.

		Examination Prices, Post-Pd.
Independent First Reader,	**80 pp.**	**10 cts**
Independent Second Reader,	**160 pp.**	**20 cts**
Independent Third Reader,	**240 pp**	**30 cts**
Independent Fourth Reader,	**264 pp.**	**40 cts**
Independent Fifth Reader,	**336 pp.**	**50 cts**
Independent Sixth Reader,	**474 pp.**	**60 cts**
Independent Spelling Book.		**10 cts**
Independent Child's Speller.		**10 cts**
Independent Youth's Speller.		**20 cts**

ARITHMETICS.

BY PROF. W. G. PECK,

(Of Columbia College, N. Y.)

First Lessons in Arithmetic,	**15 cts**
Manual of Practical Arithmetic,	**25 cts**
Complete Arithmetic.	**40 cts**

NEW COURSE IN GEOGRAPHY.

BY PROF. JAS. MONTEITH.

Monteith's Elementary Geography.	**35 cts**
Monteith's Comprehensive Geography	**75 cts**
Monteith's Physical Geography,	**50 cts**

ENGLISH GRAMMAR.

BY PROF. S. W. CLARK.

Clark's Easy Lessons in Language,	**15 cts**
Clark's Brief Grammar,	**30 cts**
Clark's Normal Grammar,	**50 cts**

UNITED STATES HISTORY.

Barnes' Brief History,	**75 cts**

NATURAL SCIENCE.

BY PROF. J. DORMAN STEELE.

Steele's 14 Weeks in Chemistry.	**75 cts**
Steele's 14 Weeks in Philosophy,	**75 cts**
Steele's 14 Weeks in Astronomy,	**75 cts**
Steele's 14 Weeks in Geology,	**75 cts**
Steele's 14 Weeks in Physiology,	**75 cts**

The educational public are earnestly invited to *write us.* Do not be afraid to ask questions; it will be our pleasure to answer them. Any information or service in our power, will always be cheerfully and promptly rendered. It is our desire to afford educators every facility to satisfy themselves, that all we claim for our books is justified by the *facts.*

The **NATIONAL SERIES**, comprises more than **three hundred** publications, presenting text-books adapted to every grade of common-school and college classes, all of which will be found fully described in our new Descriptive Catalogue, mailed FREE on application.

Sample Copies when desired for examination with view to introduction will be forwarded on receipt of half the retail price.

A. S. BARNES & CO.,

111 & 113 William St., New York, or 113 & 115 State St., Chicago.

D. Appleton & Co.'s Publications.

CORNELL'S GEOGRAPHIES.

Revised Editions—The Best, the Cheapest, the Most Popular.

New Primary Geography	$0 90	**New Physical Geography**	$1 60
New Intermediate Geography	1 50	**Outline Maps**	15 00

Surpass all others—1st, in Philosophical arrangement; 2d, in Gradual Progression; 3d, in Mode of Memorizing; 4th, in Full Explanation; 5th, in Agreement of Maps with Text; 6th, in Maps, Illustrations, Text and Execution; *in fine*, every feature of a good Geography.

MATHEMATICAL SERIES.

Appleton's Arithmetics.

Primary Arithmetic	$0 30	**Practical Arithmetic**	$1 00
Mental Arithmetic	45	**Key to Practical** (for teacher's use)	20
Elementary Arithmetic	50		

These books are new, and as perfect in all respects as care, thought and labor can possibly make them, thoroughly graded, definitions simple, arrangement natural, methods shortest, best, and such as are used by business men.

ENGLISH GRAMMAR AND COMPOSITION.

BY G. P. QUACKENBOS, LL. D.

Quackenbos's Primary Grammar	$ 50
" **English Grammar**	90
" **First Lessons in Composition**	90
" **Course of Composition and Rhetoric**	1 50

Brief and clear in definition, lucid in arrangement, happy in illustration, practical in exercises, full in explanations, and complete in every respect.

HISTORY.

Quackenbos's Elementary History of the United States	$ 75
" **school History of the United States**	1 75

These Histories commend themselves to the people of the whole country. They are eminently fair on all questions of religion and politics; eschewing all prejudices, they carefully avoid any attempt to bias the young.

SCIENTIFIC WORKS.

Lockyer's Astronomy	$1 75
Quackenbos's Natural Philosophy (just revised)	1 75
Youman's Chemistry (50th edition)	1 75
Huxley & Youman's Physiology	1 75
Youman's First Book of Botany	1 00
Gillespie's Land Surveying	3 00

LATIN SERIES.

Harkness's Introductory Latin Book	$1 25
" **Elementary Latin Grammar**	1 25
" **New Latin Grammar**	1 50
" **Introductory to Latin Composition**	1 50

HARKNESS' CÆSAR	$1 50	LINCOLN'S LIVY	$1 [illegible]
JOHNSON'S CICERO	1 50	" HORACE	1 [illegible]
" NEPOS	1 50	TYLER'S TACITUS	1 [illegible]
FRIEZE'S VIRGIL	2 00	ARNOLD'S LATIN PROSE COMPOSITION	1 [illegible]
SALLUST	1 75	LATIN TESTAMENT	1 [illegible]

GREEK.

HADLEY'S GREEK GRAMMAR	$2 [illegible]
WHITON'S FIRST LESSONS IN GREEK	1 [illegible]
HARKNESS' 1ST GREEK BOOK	1 [illegible]
ARNOLD'S GREEK PROSE COMPOSITION	1 [illegible]
BOISE'S " " "	1 [illegible]
BOISE'S XENOPHON'S ANABASIS (three books)	1 [illegible]
HOMER'S ILIAD, OWEN'S	2 [illegible]
" ODYSSEY, do.	2 [illegible]
THUCYDIDES, WITH MAP, do.	2 [illegible]
XENOPHON'S CYROPÆDIA, do.	2 [illegible]
" MEMORABLIA, do.	2 [illegible]
PLATO'S APOLOGY, &c	1 [illegible]
GREEK TESTAMENT	2 [illegible]

KRUSI'S DRAWING CARDS, 4 Nos., 20c. each.

KRUSI'S MANUAL FOR TEACHERS, 75c.

P. B. HULSE, Agent,

117 & 119, State St., Chicago.

Vol. 4.] TERMS, $1.50 A YEAR. [No. 12.

WISCONSIN Journal of Education

ORGAN OF THE

STATE TEACHERS' ASSOCIATION

AND OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

DECEMBER, 1874.

CONTENTS:

Self-Discipline, as Means and End of Education,	Page 459	Photography and the Transit,	Page 478
Etymology as a Means of Education,	469	Nature and Literature,	479
How to Teach Reading,	464	Between,	480
Teaching in Accordance with Laws of Mental Science,	466	Public Instruction in Italy,	480
Address of School Board to Parents,	467	Schools and Colleges,	483
Drawing in the District Schools,	468	Training Children,	485
What Should be Acquired in the District School?	470	Official Department,	488
Instruction in the Normal Schools,	474	Editorial Miscellany,	491
Short Articles,	476, 478, 479, 480, 485	Book Notices,	496

EDWARD SEARING AND JOHN B. PRADT,
Editors and Publishers.

MADISON, WIS.:
DEMOCRAT COMPANY BOOK AND JOB PRINTERS, MIFFLIN-ST.
1874.

ARCHITECTURE.—BUILDING COMMITTEES WILL FIND A VARIETY of Modern Designs for School Houses, Court Houses, and Churches, on application to
☞ Correctness of Estimates Guarranteed. E. TOWNSEND MIX,
☞ 1874—Established—1856. ARCHITECT, MILWAUKEE, WIS

THE STATE NORMAL SCHOOLS.

Platteville--Fall Term opens Tuesday, Sept. 1.
Whitewater, " " " " Sept. 1.
Oshkosh, " " " " Aug. 25.

TERMS OF ADMISSION.

The Board of Regents of Normal Schools has adopted the following regulations for the admission of Students to any State Normal School.

1. Each Assembly District in the State shall be entitled to six representatives in the Normal Schools, and in case vacancies exist in the representation to which any Assembly District is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the County Superintendent of the County (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

3. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and moral character, and after subscribing the following declaration:

I, ——— ———, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this State.

4. No person shall be entitled to a diploma, who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

The Terms of Board at each locality are moderate.

Information as to board and other matters may be obtained by addressing the Presidents of the respective schools, as follows:

President E. A. CHARLTON, at Platteville. President OLIVER AREY, at Whitewater.
President GEORGE S. ALBEE, at Oshkosh.

New and Valuable Text-Books

FROM THE PRESS OF

Scribner, Armstrong & Comp'y,

NEW YORK.

UYOTS' PHYSICAL GEOGRAPHY.

he publishers of Guyot's unrivalled Series of Geographies are gratified to announce that this *ter-piece* of the great author is now ready. Educators desiring a new Text-Book in this branch cordially invited to examine this work.

'elter's New Practical Arithmetic.

Prepared expressly for the Felter Series,

By Prof. S. H. PEABODY, of Mass. Agricultural College.

This book combines Mental and Written Arithmetic, is concise and clear in its definitions and rules, d contains an unusually large number of such practical problems as farmers, mechanics, and other siness men have to solve.

SHELDON'S READERS.

Prepared by Prof. E. A. SHELDON, of Oswego Normal School, N.Y.

Superbly illustrated. Adapted to both the Phonic and the Word method of teaching reading. mple facts in natural science incidentally taught in natural, child language.

WILLIAMS AND SOUTHERLAND'S PATENT COPY-BOOKS.

The patented form of these books is such that they take a small amount of desk room, and the page ot in use is turned from the pupil so that it cannot be easily soiled.
Nos. 1 and 2 present a complete course of writing, including all the letters and capitals.

Guyot's Geographies, Felter's Arithmetics, Cooley's Philosophy, Cooley's Chemistry, Tenney's Natural Histories, Hadley's Lessons in Language, Etc., Etc.

☞ Descriptive Catalogues and Special Circulars may always be had on application Address

THOMAS CHARLES,

Care Hadley Bros., Booksellers, 136 State St., CHICAGO.

The MEDAL FOR MERIT was awarded the Eclectic Educational Series at the VIENNA WORLD'S EXPOSITION, 1873.

THE BEST AND CHEAPEST

ECLECTIC

EDUCATIONAL SERIES

McGuffey's Speller
McGuffey's Readers
Ray's Arithmetics
White's Arithmetics
Harvey's Grammars
Eclectic Geographies
Eclectic Penmanship
Venable's History

☞ *Send for Catalogue of these and other Text-Books.*

WILSON, HINKLE & CO.
CINCINNATI : NEW YORK.

Published, HINKLE & CO., Cincinnati, Ohio, Educational House in the Trade, New York, N. Y. 10 Mail.

NOW READY:

By the Author of Norton's Natural Philosophy.

THE ELEMENTS OF PHYSICS. For Academies and Common Schools. SIDNEY A. NORTON, A. M. 2.6 pp. Sample Copy by mail, postpaid, for examination with a view to introduction into schools, 81 cents. Supplies for first introduction into schools, 84 cents per copy.

The object of this book is not merely to give a systematic and symmetrical outline of the Science, but so to present each topic that the pupil shall receive the first, clear, accurate and scientific ideas.

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

NOW READY:

KEY TO SCHUYLER'S COMPLETE ALGEBRA. $1.25.

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

NOW READY:

ECLECTIC COPY-BOOK COVERS. 20 cents per dozen for first introduction into schools.

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

IMPORTANT NEW PUBLICATIONS:

THALHEIMER'S MEDIEVAL AND MODERN HISTORY, VENABLE'S AMATEUR ASTRONOMY, DUFFEY'S FRENCH METHOD, HALLMAN'S LECTURES ON THE HISTORY OF FRENCH, ANDREWS' MANUAL OF THE CONSTITUTION, COW'S MORALS AND MANNERS, &c. &c.

☞ *Send for Descriptive Circulars and Price List.*

WILSON, HINKLE & CO., Publishers, Cincinnati and New York.

NEW PUBLICATIONS

—OF—

A. S. BARNES & CO.,

NEW YORK AND CHICAGO.

During the past business year, '72-'73, we have published the following important text-books for Schools and Colleges:

AGNEL'S Tabular French System.
BAADE'S Permutation Reading Case.
BAKER'S Brief History of Texas.
BARBER'S Critical Speller.
BLAIR'S Latin Pronunciation.
CHAPMAN'S Elementary Drawing Book.
CLARK'S Key to Normal Grammar.
CLARK'S Beginner's Grammar.
DAVIES' Examination of the Demonstrations of the Legendre.
DAVIES' Nature and Utility of Mathematics.
FOLSOM'S Logic of Accounts.
JEPSON'S Music Readers. Three Nos.
MONTEITH'S Comprehensive Geography.
NORTHEND'S Young Declaimer.
PEABODY'S Moral Science.
PECK'S Analytical Mechanics.
STEELE'S Fourteen Weeks in Physiology.
STEELE'S New Chemistry
WATSON'S Child's Script Speller.
WATSON'S Youth's Script Speller.
WOOD'S Botanical Record.

Also, revised editions of the following standard text-books, viz.:

DAVIES' ANALYTICAL GEOMETRY, CALCULUS, LEGENDRE & BOURDON, and JOYNES' FRENCH PRONUNCIATION.

These works have sprung into an immediate demand and have more than realized the great expectations held out for them.

We have also increased our several specific libraries. For instance, our *TEACHERS' LIBRARY* by ORTON'S "**Liberal Education of Women: the Demand and the Method;**" and NORTHROP'S "**Education Abroad.**" Our *GIFT-BOOK LIBRARY* by "**Chrysostom; or, The Mouth of Gold,**" by EDWIN JOHNSON; "**True Success in Life,**" by RAY PALMER; "**Sunny Hours of Childhood,**" collected stories, anecdotes, etc. All are handsomely bound, and within the reach of any Teacher.

We also invite *ESPECIAL ATTENTION* to the following late works, and the brilliant success they are attaining:

INDEPENDENT READERS,

Adopted by the city of *MADISON, WIS.*, **Over Five Competing Series.** Already in use in **Over Three Hundred** other Leading Cities and Towns in the **West Alone,** besides **Two Full State Adoptions.**

Barnes' Brief History of U. S.,

Positively outstripping all competitors. In use in EIGHTY prominent Cities and Towns in WISCONSIN.

STEELE'S PHYSIOLOGY

Last and crowning work of the *unrivalled* "**14 Weeks**" Scientific Series, of which *over Three Hundred and Fifty Thousand Copies* have been sold.

Revised "14 Weeks" Chemistry,

Contains new Nomenclature, Plates, etc. JUST READY.

MONTEITH'S COMPREHENSIVE GEOGRAPHY,

A FULL COURSE *in one book*, for $1.60, retail. Contains eight new features not found in other works, and ONE-THIRD more Maps.

For descriptive catalogue and special terms for introduction, address,

A. S. BARNES & CO.,
113 & 115, State St., CHICAGO.

JOHN A. COMSTOCK,
General Agent for Wisconsin.
P. O. address, care A. S. B. & Co., CHICAGO.

HARPER & BROS., New York.

COMFORT'S GERMAN.

EMINENT INDORSEMENT.

After months of patient and impartial examination and comparison with othe German Educational works published, the entire corps of Teachers, and the Tex Book Committee of the CITY OF MILWAUKEE, WIS., unanimously recommend COM FORT'S GERMAN SERIES, on account of its superior merit and plan, grading, liter ary tone, and general adaptation to the wants of Common and Graded Schools. Th Board of Education, at its August meeting, adopted for Ward Schools of Milwaukee —Comfort's German Primer, Comfort's First Book in German, Comfort's First Germ Reader. For High Schools—Comfort's German Course, Comfort's German Reader.

Lamson's Penmanship, Grammar School Series.

Complete in three Books.

Harper's Language Series.

FIRST LESSONS IN THE ENGLISH LANGUAGE. Designed as an in troduction to the Study of Grammar. Simple, Objective, Practical. By Prof WILLIAM SWINTON, A. M. 50 cents.

A PROGRESSIVE GRAMMAR OF THE ENGLISH TONGUE: Based o the Results of Modern Philology. By Prof. WILLIAM SWINTON, A. M. 75 cts

Willson's Reading Charts.

Elementary Reading Charts. By MARCIUS WILLSON, author of "School an Family Readers," "School and Family Charts," etc., etc., in 21 Numbers.

Willson's Drawing Series.

The Industrial Drawing Series: An Elementary Work in Four Numbers. By MARCIUS WILLSON.

Willson's Drawing Guide.

Designed to accompany the Industrial Drawing Series. With an Introductory Article on the principles and practice of Ornamental Art. By MARCIUS WILL SON. 12mo. Cloth.

Harper's School History of the United States.

A School History of the United States. By DAVID B. SCOTT, A. M. Wit Maps and Engravings. 12mo., 425 pages. Half Leather. $1.50.

Harper's Smaller History of the United States.

A Smaller School History of the United States. By DAVID B. SCOTT, A. M With Maps and Engravings. 12mo., 423 pages. Half Leather. $1.00.

Potter's Manual of Reading.

Manual of Reading, in four parts: Orthophony, Class Methods, Gesture, an Elocution. Designed for Teachers and Students. By H. L. D. POTTER. 12mo. 432 pages, $1.40.

Harper & Bros., publish also the new U. S. Readers, French's Arithmetics, Dalton's Physiology, etc.

Teachers and School Officers are respectfully invited to correspond concernin these and the numerous other popular Text-Books published by Messrs. Harper & Brothers, of New York.

Sample copies of School Books will be furnished Teachers at half-price, for ex amination, with a view to introduction. For terms, etc., address

W. J. BUTTON,

Agent for HARPER & BROTHERS,

117 and 119 State Street, Chicago, Ill.

ECLECTIC EDUCATIONAL SERIES:

THE BEST; THE MOST POPULAR; THE CHEAPEST.

137 Walnut St., CINCINNATI. } WILSON, HINKLE & CO., PUBLISHERS, { 28 Bond Street, NEW YORK.

READING AND SPELLING: McGuffey's New Eclectic Readers, Speller, and Charts; DeWolf's Instructive Speller; Henkle's Test Speller; Leigh's Phonetic Readers; The Phonic Reader; The Little Teacher.

ARITHMETIC: Ray's Series; White's Graded School Series.

ALGEBRA: Ray's Algebras; Schuyler's Complete Algebra.

HIGHER MATHEMATICS: Ray's Plane and Solid Geometry, Geometry and Trigonometry, Analytic Geometry, Astronomy, Surveying and Navigation; Evans's School Geometry.

GRAMMAR AND COMPOSITION: Harvey's Grammars; Pinneo's Series; Pinneo's Guide to Composition.

GEOGRAPHIES: Eclectic Series.

HISTORY and CONSTITUTION: Venable's United States; Thalheimer's Ancient; Andrews' Constitution of the United States.

SCHOOL MUSIC: Young Singers; Phillips's Day-School Singer.

PENMANSHIP: Eclectic Copy-Books, Hand-Book, Primary-Book, Exercise-Book and Writing-Cards.

ELOCUTION: McGuffey's Speakers, Rhetorical Guide, High School Reader; Kidd's Elocution, Rhetorical Reader; Cole's Institute Reader; Hemans' Reader; Venable's School Stage.

SCIENCE: Norton's Philosophy; Schuyler's Logic; Brown's Physiology.

ECLECTIC CLASSICAL SERIES: Bartholomew's Latin Grammar and Latin Gradual.

SCHOOL RECORDS: White's Registers and Records.

TEACHERS' MANUALS: The Examiner; Williams's Parser's Manual; Smart's Free Gymnastics; Object Lessons; Gow's Morals and Manners; Hailman's Kindergarten Culture.

ECLECTIC PENS: No. 100, School Pen; No. 200, Commercial Pen; No. 300, Ladies' Pen: $1.25 per gross.

For complete Descriptive Circulars and Price-List, address the Publishers.

New Books of the Eclectic Series.

WHAT IS SAID OF THEM:

"**Gow's Morals and Manners** is doing a great work. We prize it more han any other book in the schools. Should you need any testimonials, we can all nite in furnishing them for this book."—T. J. CHARLTON, *Sup't, Vincennes.*

"We heartily recommend **Venable's School Stage** to all who wish to procure acting dialogues suitable for school exhibitions."—*Ohio Educational Monthly.*

"All teachers may learn much by a careful perusal of **Hailman's Kindergarten Culture.**"—*Massachusetts Teacher.*

"I find **Ray's Surveying and Navigation** to be a very valuable work. It blends accuracy and clearness, and is admirably adapted for a text-book in High Schools and Colleges.—CYRUS NUTT, *Pres. Ind. State University.*

"It is delightful to meet with a book of so much scholarly elegance as **Bartholomew's Latin Grammar.** . . . The doctrine of the Subjunctive Mode, the most difficult in Latin Grammar, is treated with marked ability."—PROF. E. D. HANBORN, *Dartmouth College, N. H.*

D. Appleton & Co.'s Publications.

CORNELL'S GEOGRAPHIES.

Revised Editions—The Best, the Cheapest, the Most Popular.

New Primary Geography	$0 90	**New Physical Geography**	$1 60
New Intermediate Geography	1 50	**Outline Maps**	15 00

Surpass all others—1st, in Philosophical arrangement; 2d, in Gradual Progression; 3d, in Mode of Memorizing; 4th, in Full Explanation; 5th, in Agreement of Maps with Text; 6th, in Maps, Illustrations, Text and Execution; *in fine*, every feature of a good Geography.

MATHEMATICAL SERIES.

Appleton's Arithmetics.

Primary Arithmetic	$0 30	**Practical Arithmetic**	$1 00
Mental Arithmetic	45	**Key to Practical** (for teacher's use)	20
Elementary Arithmetic	50		

These books are new, and as perfect in all respects as care, thought and labor can possibly make them, thoroughly graded, definitions simple, arrangement natural, methods shortest, best, and such as are used by business men.

ENGLISH GRAMMAR AND COMPOSITION.

BY G. P. QUACKENBOS, LL. D.

Quackenbos's Primary Grammar	$ 50
" **English Grammar**	90
" **First Lessons in Composition**	90
" **Course of Composition and Rhetoric**	1 50

Brief and clear in definition, lucid in arrangement, happy in illustration, practical in exercises, full in explanations, and complete in every respect.

HISTORY.

Quackenbos's Elementary History of the United States	$ 75
" **School History of the United States**	1 75

These Histories commend themselves to the people of the whole country. They are eminently fair on all questions of religion and politics; eschewing all prejudices, they carefully avoid any attempt to bias the young.

SCIENTIFIC WORKS.

Lockyer's Astronomy	$1 75
Quackenbos's Natural Philosophy (just revised)	1 75
Youman's Chemistry (50th edition)	1 75
Huxley & Youman's Physiology	1 75
Youman's First Book of Botany	1 00
Gillespie's Land Surveying	3 00

LATIN SERIES.

Harkness's Introductory Latin Book	$1 25
" **Elementary Latin Grammar**	1 [illegible]
" **New Latin Grammar**	1 [illegible]
" **Introductory to Latin Composition**	1 50

HARKNESS' CÆSAR	$1 50	LINCOLN'S LIVY	$1 [illegible]
JOHNSON'S CICERO	1 50	" HORACE	1 [illegible]
" NEPOS	1 50	TYLER'S TACITUS	1 [illegible]
FRIEZE'S VIRGIL	2 00	ARNOLD'S LATIN PROSE COMPOSITION	1 [illegible]
SALLUST	1 75	LATIN TESTAMENT	[illegible]

GREEK.

HADLEY'S GREEK GRAMMAR		$[illegible]
WHITON'S FIRST LESSONS IN GREEK		1 [illegible]
HARKNESS' 1ST GREEK BOOK		1 [illegible]
ARNOLD'S GREEK PROSE COMPOSITION		1 [illegible]
BOISE'S " " "		1 [illegible]
BOISE'S XENOPHON'S ANABASIS (three books)		1 [illegible]
HOMER'S ILIAD,	OWEN'S	[illegible]
" ODYSSEY,	do.	[illegible]
THUCYDIDES, WITH MAP,	do.	[illegible]
XENOPHON'S CYROPÆDIA,	do.	[illegible]
" MEMORABLIA,	do.	[illegible]
PLATO'S APOLOGY, &c		1 [illegible]
GREEK TESTAMENT		[illegible]

KRUSI'S DRAWING CARDS, 4 Nos., 20c. each.

KRUSI'S MANUAL FOR TEACHERS, 75c.

P. B. HULSE, Agent,

117 & 119, State St., Chicago.

SOME NEW BOOKS.

Messrs. IVISON, BLAKEMAN, TAYLOR & CO.

desire to call the attention of the Educational Public to the following

VERY IMPORTANT ADDITIONS

to their Extensive and Popular list of School Books.

THE AMERICAN EDUCATIONAL READERS, a New Graded Series in Five Books. This series is the *very latest* now before the public. It presents a series of Choice Readings for schools,

Adapted to any Approved Method.
Perfect in Grading.
Unequaled in Mechanical Finish.
Instructive and Elevating in Tone.
Entirely New and Fresh in Selections.

SWINTON'S WORD SERIES, in Three Books:
THE PRIMER, a beginner's book in words.
THE WORD BOOK, (Speller,) complete in itself. Full of ideas and suggestions. The best speller ever published.
THE WORD ANALYSIS, a treatise on Derivations and Synonyms for Grammar Schools.

This Word Series is everywhere exciting the greatest interest in the study of words.

SWINTON'S CONDENSED HISTORY OF THE UNITED STATES, a history that always secures results.

This is the work that gave Prof. Swinton world-wide fame as an author of school books. Has a wider and more general adoption than any other history.

KERL'S SHORTER COURSE IN GRAMMAR, the crowning work of America's greatest grammarian.

LOOMIS' MUSIC SERIES, by Prof. LOOMIS, of Indianapolis, just completed, and already extensively used.

WOODBURY'S COMPLETE GERMAN COURSE, in One Book.

A NEW PRACTICAL FRENCH COURSE, on the same plan as the above.

ELIOT & STORER'S ABRIDGMENT OF CHEMISTRY.

SPENCERIAN COPY BOOKS, just *revised* and *regraded*. Always the best. Better now than ever.

In addition to the above new books it is hardly necessary to refer to the following works whose long and extensive use attests their great superiority over all rivals:

The Union Readers and Spellers,
Kerl' Series of Grammars,
Bryant & Stratton's Book Keeping,
Dana's Geology,
Wells' Science Sereis,
Robinson's Mathematics,
Willson's Histories, Ancient and Modern,
Gray's Botanies,
Kiddle's Astronomies,
Fasquelle's French Course.

The *Educational Reporter* and *Descriptive Catalogue* sent *free* to any address on application. Correspondence invited.

Address, **IVISON, BLAKEMAN, TAYLOR & CO.,**
Or EDWARD COOK,
133 & 135 State Street, CHICAGO.

A. J. CHENEY, Traveling Agent for Wisconsin.
P. O. address as above.

HARPER & BROS., New York

COMFORT'S GERMAN.

EMINENT INDORSEMENT.

After months of patient and impartial examination and comparison with oth German Educational works published, the entire corps of Teachers, and the Te Book Committee of the CITY OF MILWAUKEE, WIS., unanimously recommend COM FORT'S GERMAN SERIES, on account of its superior merit and plan, grading, lite ary tone, and general adaptation to the wants of Common and Graded Schools. T Board of Education, at its August meeting, adopted for Ward Schools of Milwauk —Comfort's German Primer, Comfort's First Book in German, Comfort's First Germ Reader. For High Schools—Comfort's German Course, Comfort's German Reader.

Lamson's Penmanship, Grammar School Series.

Complete in three Books.

Harper's Language Series.

FIRST LESSONS IN THE ENGLISH LANGUAGE. Designed as an in troduction to the Study of Grammar. Simple, Objective, Practical. By Pro WILLIAM SWINTON, A. M. 50 cents.

A PROGRESSIVE GRAMMAR OF THE ENGLISH TONGUE: Based o the Results of Modern Philology. By Prof. WILLIAM SWINTON, A. M. 75 ce

Willson's Reading Charts.

Elementary Reading Charts. By MARCIUS WILLSON, author of "School an Family Readers," "School and Family Charts," etc., etc., in 21 Numbers.

Willson's Drawing Series.

The Industrial Drawing Series: An Elementary Work in Four Numbers. By MARCIUS WILLSON.

Willson's Drawing Guide.

Designed to accompany the Industrial Drawing Series. With an Introductory Article on the principles and practice of Ornamental Art. By MARCIUS WILL SON. 12mo. Cloth.

Harper's School History of the United States.

A School History of the United States. By DAVID B. SCOTT, A. M. Wit Maps and Engravings. 12mo., 425 pages. Half Leather. $1.50.

Harper's Smaller History of the United States.

A Smaller School History of the United States. By DAVID B. SCOTT, A. M With Maps and Engravings. 12mo., 428 pages. Half Leather. $1.00.

Potter's Manual of Reading.

Manual of Reading, in four parts: Orthophony, Class Methods, Gesture, and Elocution. Designed for Teachers and Students. By H. L. D. POTTER. 12mo. 432 pages, $1.40.

Harper & Bros., publish also the new U. S. Readers, French's Arithmetics, Dalton's Physiology, etc.

Teachers and School Officers are respectfully invited to correspond concerning these and the numerous other popular Text-Books published by Messrs. Harper & Brothers, of New York.

Sample copies of School Books will be furnished Teachers at half-price, for ex amination, with a view to introduction. For terms, etc., address

W. J. BUTTON,

Agent for HARPER & BROTHERS,

117 and 119 State Street, Chicago, Ill.

ECLECTIC EDUCATIONAL SERIES:

THE BEST; THE MOST POPULAR; THE CHEAPEST.

127 Walnut St., CINCINNATI. } **WILSON, HINKLE & CO., PUBLISHERS,** { 26 Bond Street, NEW YORK.

READING AND SPELLING: McGuffey's New Eclectic Readers, Speller, and Charts; DeWolf's Instructive Speller; Henkle's Test Speller; Leigh's Phonetic Readers; The Phonic Reader; The Little Teacher.

ARITHMETIC: Ray's Series; White's Graded School Series.

ALGEBRA: Ray's Algebras; Schuyler's Complete Algebra.

HIGHER MATHEMATICS: Ray's Plane and Solid Geometry, Geometry and Trigonometry, Analytic Geometry, Astronomy, Surveying and Navigation; Evans's School Geometry.

GRAMMAR AND COMPOSITION: Harvey's Grammars; Pinneo's Series; Pinneo's Guide to Composition.

GEOGRAPHIES: Eclectic Series.

HISTORY and CONSTITUTION: Venable's United States; Thalheimer's Ancient; Andrews' Constitution of the United States.

SCHOOL MUSIC: Young Singers; Phillips's Day-School Singer.

PENMANSHIP: Eclectic Copy-Books, Hand-Book, Primary-Book, Exercise-Book and Writing-Cards.

ELOCUTION: McGuffey's Speakers, Rhetorical Guide, High School Reader; Kidd's Elocution, Rhetorical Reader; Cole's Institute Reader; Hemans' Reader; Venable's School Stage.

SCIENCE: Norton's Philosophy; Schuyler's Logic; Brown's Physiology.

ECLECTIC CLASSICAL SERIES: Bartholomew's Latin Grammar and Latin Gradual.

SCHOOL RECORDS: White's Registers and Records.

TEACHERS' MANUALS: The Examiner; Williams's Parser's Manual; Smart's Free Gymnastics; Object Lessons; Gow's Morals and Manners; Hailman's Kindergarten Culture.

ECLECTIC PENS: No. 160, School Pen; No. 200, Commercial Pen; No. 300, Ladies' Pen: $1.25 per gross.

For complete Descriptive Circulars and Price-List, address the Publishers.

New Books of the Eclectic Series.

WHAT IS SAID OF THEM:

"**Gow's Morals and Manners** is doing a great work. We prize it more than any other book in the schools. Should you need any testimonials, we can al unite in furnishing them for this book."—T. J. CHARLTON, *Sup't, Vincennes.*

"We heartily recommend **Venable's School Stage** to all who wish to procure acting dialogues suitable for school exhibitions."—*Ohio Educational Monthly.*

"All teachers may learn much by a careful perusal of **Hailman's Kindergarten Culture.**"—*Massachusetts Teacher.*

"I find **Ray's Surveying and Navigation** to be a very valuable work. It blends accuracy and clearness, and is admirably adapted for a text-book in High Schools and Colleges.—CYRUS NUTT, *Pres. Ind. State University.*

"It is delightful to meet with a book of so much scholarly elegance as **Bartholomew's Latin Grammar.** . . . The doctrine of the Subjunctive Mode, the most difficult in Latin Grammar, is treated with marked ability."—PROF. E. D. SANBORN, *Dartmouth College, N. H.*

D. Appleton & Co.'s Publications.

CORNELL'S GEOGRAPHIES.

Revised Editions—The Best, the Cheapest, the Most Popular.

New Primary Geography.....$0 90 | **New Physical Geography**.....$1
New Intermediate Geography.... 1 50 | **Outline Maps**.....15

Surpass all others—1st, in Philosophical arrangement; 2d, in Gradual Progression; 3d, in Mode Memorizing; 4th, in Full Explanation; 5th, in Agreement of Maps with Text; 6th, in Maps, Illustra tions, Text and Execution; *in fine*, every feature of a good Geography.

MATHEMATICAL SERIES.

Appleton's Arithmetics.

Primary Arithmetic.....$0 30 | **Practical Arithmetic**.....$1
Mental Arithmetic..... 45 | **Key to Practical** (for teacher's use)...
Elementary Arithmetic.... 50

These books are new, and as perfect in all respects as care, thought and labor can possibly ma them, thoroughly graded, definitions simple, arrangement natural, methods shortest, best, and m as are used by business men.

ENGLISH GRAMMAR AND COMPOSITION.

BY G. P. QUACKENBOS, LL. D.

Quackenbos's Primary Grammar.....
" **English Grammar**.....
" **First Lessons in Composition**.....
" **Course of Composition and Rhetoric**.....1

Brief and clear in definition, lucid in arrangement, happy in illustration, practical in exercises, in explanations, and complete in every respect.

HISTORY.

Quackenbos's Elementary History of the United States.....
" **School History of the United States**.....1

These Histories commend themselves to the people of the whole country. They are eminently on all questions of religion and politics; eschewing all prejudices, they carefully avoid any attemp to bias the young.

SCIENTIFIC WORKS.

Lockyer's Astronomy.....
Quackenbos's Natural Philosophy (just revised).....1
Youman's Chemistry (50th edition).....1
Huxley & Youman's Physiology.....1
Youman's First Book of Botany.....1
Gillespie's Land Surveying.....$4

LATIN SERIES.

Harkness's Introductory Latin Book.....
" **Elementary Latin Grammar**.....1
" **New Latin Grammar**.....1
" **Introductory to Latin Composition**.....1

HARKNESS' CÆSAR.....$1 50 | LINCOLN'S LIVY.....
JOHNSON'S CICERO..... 1 50 | " HORACE 1
" NEPOS..... 1 50 | TYLER'S TACITUS 1
FRIEZE'S VIRGIL..... 2 00 | ARNOLD'S LATIN PROSE COMPOSITION 1
SALLUST..... 1 75 | LATIN TESTAMENT.....1

GREEK.

HADLEY'S GREEK GRAMMAR.....
WHITON'S FIRST LESSONS IN GREEK 1
HARKNESS' 1ST GREEK BOOK 1
ARNOLD'S GREEK PROSE COMPOSITION.....1
BOISE'S " " " 1
BOISE'S XENOPHON'S ANABASIS (three books).....1
HOMER'S ILIAD, OWEN'S.....
" ODYSSEY, do. .....
THUCYDIDES, WITH MAP, do. .....
XENOPHON'S CYROPÆDIA, do. .....
" MEMORABLIA, do. .....
PLATO'S APOLOGY, &c.....1
GREEK TESTAMENT .....

KRUSI'S DRAWING CARDS, 4 Nos., 20c. each.
KRUSI'S MANUAL FOR TEACHERS, 75c.

P. B. HULSE, Agent,
117 & 119, State St., Chicago.

NEW PUBLICATIONS

—OF—

A. S. BARNES & CO.,

NEW YORK AND CHICAGO.

During the past business year, '72-'73, we have published the following important text-books for Schools and Colleges:

AGNEL'S Tabular French System.
BAADE'S Permutation Reading Case.
BAKER'S Brief History of Texas.
BARBER'S Critical Speller.
BLAIR'S Latin Pronunciation.
CHAPMAN'S Elementary Drawing Book.
CLARK'S Key to Normal Grammar.
CLARK'S Beginner's Grammar.
DAVIES' Examination of the Demonstrations of the Legendre.
DAVIES' Nature and Utility of Mathematics.
FOLSOM'S Logic of Accounts.
JEPSON'S Music Readers. Three Nos.
MONTEITH'S Comprehensive Geography.
NORTHEND'S Young Declaimer.
PEABODY'S Moral Science.
PECK'S Analytical Mechanics.
STEELE'S Fourteen Weeks in Physiology.
STEELE'S New Chemistry.
WATSON'S Child's Script Speller.
WATSON'S Youth's Script Speller.
WOOD'S Botanical Record.

Also, revised editions of the following standard text-books, viz.:

DAVIES' ANALYTICAL GEOMETRY, CALCULUS, LEGENDRE & BOURDON, and JOYNES' FRENCH PRONUNCIATION.

These works have sprung into an immediate demand and have more than realized the great expectations held out for them.

We have also increased our several specific libraries. For instance, our *TEACHERS' LIBRARY* by ORTON'S "**Liberal Education of Women: the Demand and the Method;**" and NORTHROP'S "**Education Abroad.**" Our *GIFT-BOOK LIBRARY* by "**Chrysostom; or, The Mouth of Gold,**" by EDWIN JOHNSON; "**True Success in Life,**" by RAY PALMER; "**Sunny Hours of Childhood,**" collected stories, anecdotes, etc. All are handsomely bound, and within the reach of any Teacher.

We also invite *ESPECIAL ATTENTION* to the following late works, and the brilliant success they are attaining:

INDEPENDENT READERS,

Adopted by the city of *MADISON, WIS.*, **Over Five Competing Series.** Already in use in **Over Three Hundred** other Leading Cities and Towns in the **West Alone,** besides **Two Full State Adoptions.**

Barnes' Brief History of U. S.,

Positively outstripping all competitors. In use in EIGHTY prominent Cities and Towns in WISCONSIN

STEELE'S PHYSIOLOGY

Last and crowning work of the *unrivalled* "**14 Weeks**" Scientific Series, of which *over Three Hundred and Fifty Thousand Copies* have been sold.

Revised "14 Weeks" Chemistry,

Contains new Nomenclature, Plates, etc. JUST READY.

MONTEITH'S COMPREHENSIVE GEOGRAPHY,

A FULL COURSE *in one book*, for $1.60, retail. Contains eight new features not found in other works, and ONE-THIRD more Maps.

For descriptive catalogue and special terms for introduction, address,

A. S. BARNES & CO.,
113 & 115, State St., CHICAGO.

JOHN A. COMSTOCK,
General Agent for Wisconsin.
P. O. address, care A. S. B. & Co., CHICAGO.

THE STATE NORMAL SCHOOLS.

Platteville--Spring Term opens Tuesday, April 12.
Oshkosh, " " " " March 24.
Whitewater, Second Term, " " Feb. 3.

TERMS OF ADMISSION.

The Board of Regents of Normal Schools has adopted the following regulations for the admission of Students to any State Normal School.

1. Each Assembly District in the State shall be entitled to six representatives in the Normal Schools, and in case vacancies exist in the representation to which any Assembly District is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the County Superintendent of the County (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

2. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and moral character, and after subscribing to following declaration:

I, ——— ———, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this State.

4. No person shall be entitled to a diploma, who has not been a member of the the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

The Terms of Board at each locality are moderate.

Information as to board and other matters may be obtained by addressing the Presidents of the respective schools, as follows:

President E. A. CHARLTON, at Platteville.
President OLIVER AREY, at Whitewater.
President GEORGE S. ALBEE, at Oshkosh.

WM. STARR, *President.*

University of Wisconsin,

MADISON, WISCONSIN.

This institution embraces the following Colleges and Departments:

COLLEGE OF ARTS.

Five Departments. General Science, Agriculture, Civil Engineering, Mining and Metallurgy, Military Science.

COLLEGE OF LETTERS.

Two Departments. ANCIENT CLASSICAL Department, in which the course of study is equivalent to that in the best classical colleges in the country.
MODERN CLASSICAL Department. French and German take the place of Greek.

FEMALE COLLEGE.

The course of study is comprehensive and varied, and is equal to that in the highest grade of Female Colleges. Ladies are admitted to all the courses of instruction in the University.
SUB-FRESHMAN CLASS or CLASSICAL PREPARATORY Department, and ENGLISH PREPARATORY Department.

LAW SCHOOL.

Judge P. L. SPOONER, Dean of the Law Faculty.
The Laboratories for instruction in Analytical Chemistry, Determinative Mineralogy and the Assaying of Ores, are believed to be the most complete in the country, west of the Alleghanies. Within a year a

QUANTITATIVE LABORATORY

has been opened, and numerous additions have been made to the apparatus in the different Departments of Science.

LIBRARIES.

are open to students, without charge, containing more than *SEVENTY THOUSAND VOLUMES.*

THE CURRENT EXPENSES

are less than in other institutions of equal grade. One student from each Assembly district, and all graduates of graded schools of the State who pass the required examination, are entitled to

FREE TUITION.

The institution is under the immediate charge of a President and twenty-six Professors and Teachers, and is, in all respects, in a highly prosperous condition.
For further information, apply to

J. H. TWOMBLY,
President.

MADISON, Sept. 26, 1873.

MADISON MUTUAL
INSURANCE COMPANY,

MADISON, WISCONSIN.

CAPITAL, - - $1,036,789.80.

DAVID ATWOOD,	PRESIDENT.
HIRAM H. GILES,	VICE PRESIDENT.
SAMUEL D. HASTINGS,	TREASURER.
DENISON WORTHINGTON,	SECRETARY.
H. H. GILES,	GENERAL AGENT.
B. E. HUTCHINSON,	ADJUSTER.

GIVES SPECIAL ATTENTION TO

FARM AND HOMESTEAD PROPERTY.

The Largest, Oldest, and Most Successful Company in the Northwest.

Losses Paid, Chiefly on Farm Property, Nearly $750,000.

WEBSTER'S

UNABRIDGED DICTIONARY.

A NATIONAL STANDARD.

The Highest Authority in Great Britain, as well as in the United States.

Warmly recommended by Bancroft, Prescott, Motley, George P. Marsh, Halleck, Whittier, Willis, Saxe, Elihu Burritt, Daniel Webster, Rufus Choate, H. Coleridge, Smart, Horace Mann, Presidents Woolsey, Wayland, Hopkins, Nott, Walker, Anderson, and the best American and European scholars.

RECENT TESTIMONY FROM AN INTELLIGENT AND MOST IMPARTIAL SOURCE.

From the "London Quarterly Review," October, 1873.

In an elaborate article of eighteen closely printed pages, upon "English Dictionaries," it reviews the present condition of English Lexicography, and speaks of the leading Lexicons of the language. Space only permits the following extracts:—

"Seventy years passed before JOHNSON was followed by Webster, an American writer, who faced the task of the English Dictionary with a full appreciation of its requirements, leading to better practical results.

"As to the Spelling-book, the astonishing statement is made that twenty-four millions of it were sold up to 1847, [now increased to *fifty millions*], the consequence of this comparative monopoly of orthography and orthoepy being the *present almost mechanical uniformity of American Spelling and Pronunciation.*

"His laborious Comparison of Twenty languages, though never published, bore fruit in his own mind, and his training placed him both in knowledge and judgment far in advance of Johnson as a philologist. Webster's 'American Dictionary of the English Language' was published in 1828, and of course appeared at once in England, where successive re-editing *has as yet kept it in the highest place as a practical Dictionary.*

"The acceptance of an American Dictionary in England has itself had immense effect in keeping up the community of speech, to break which would be a grievous harm, not to English-speaking nations alone, but to mankind. The result of this has been that the common dictionary must suit both sides of the Atlantic.

"Every dictionary compiler, by the mere fact of his selection and treatment of words, is able to exalt some and degrade others, thus gaining a practical influence over the language he deals with. Fully conscious of this influence, Webster used it with intent in his dictionary. Thus it was his decision as a zealous purist that brought in the revived older spelling, *traveler*, *worshiped*, etc., and substituted the Latin *favor*, *honor*, for the English *favour*, *honour*, etc., while for the sake of uniformity, the old but unusual forms, *center*, *niter*, are given precedence over *centre*, *nitre*, etc. These peculiarities, *accepted by the American public*, often enable the reader to distinguish at a glance an American from an English book.

"The good average business-like character of Webster's Dictionary, both in style and matter, made it as distinctly suited as Johnson's was distinctly unsuited to be expanded and re-edited by other hands. Professor Goodrich's edition of 1856 is not much more than enlarged and amended, but other revisions since have so much novelty of plan as to be described as distinct works.

"The American revised Webster's Dictionary of 1864, published in America and England, is of an altogether higher order than these last [The London Imperial and Student's]. It bears on its title-page the names of Drs. Goodrich and Porter, inasmuch as its especial improvement is in the etymological department, the care of which was committed to Dr. MAHN of Berlin, we prefer to describe it in short as the Webster-Mahn Dictionary. Many other literary men, among them Professors Whitney and Dana, aided in the task of compilation and revision. On consideration, it seems that the editors and contributors have gone far toward improving Webster to the utmost that he will bear improvement. The *vocabulary* to *become almost complete* as regards usual words, *while the definitions keep throughout to Webster's simple careful style*, and the derivations are assigned with the aid of good modern authorities.

"On the whole, the Webster-Mahn Dictionary as it stands, is most respectable, and certainly THE BEST PRACTICAL ENGLISH DICTIONARY EXTANT.

"Dr. J. E. Worcester's first publications in dictionary work were abridgments of Johnson and Webster, and he afterwards brought out dictionaries in his own name, from that of 1830 to his completest work, which appeared in 1860. He considered these later works as entirely independent of Webster's, yet on internal evidence of similarity of method, and frequent close correspondence of the definitions and authorities chosen, it seems to us that he underrated his debt to his predecessor, guide, and model. A critic happening to open the volume without knowing anything of its authorship, would be apt to suppose that he had before him one of the series of revised and enlarged Webster's Dictionaries. Looking at it from a practical point of view, it may be sufficient to define it as a vast, industrious, and careful work, superior to the 'Imperial Dictionary,' *but inferior in most points to the Webster-Mahn.*"

Published by G. & C. MERRIAM, SPRINGFIELD, MASS.

SOLD BY ALL BOOKSELLERS.

Webster's School Dictionaries, published by Ivison, Blakeman, Taylor & Co., New York.

In the Fields again with Prof. Gray.

BOTANY.

Standard Text-Books,

BY

Prof. ASA GRAY, of Harvard.

MORE EXTENSIVELY USED THAN ALL OTHER BOTANICAL SERIES COMBINED.

THIS justly-celebrated Series of Text-Books presents the latest and most accurate principles and developments of the beautiful science to which Professor GRAY has devoted so much of his life. None have yet approached him in the rare art of making merely scientific theories and dry details popular and interesting.

HOW PLANTS BEHAVE. HOW THEY MOVE, CLIMB, EMPLOY INSECTS TO WORK FOR THEM, &c. Botany for Young People. Beautifully illustrated, and printed on fine paper. 4to. Price, 75 cents.

HOW PLANTS GROW. A simple and charming introduction to Structural Botany; with *a Popular Flora*, or an arrangement and description of Common Plants, both wild and cultivated. 232 pages, and more than 500 engravings. Price, $1.12.

****This work, in connection with* "THE SCHOOL AND FIELD BOOK," *supplies a complete course in Botany for Common Schools and Seminaries.*

LESSONS IN BOTANY, and Vegetable Physiology, to which is added a copious Dictionary of Botanical terms. Fully illustrated. Price, $1.80.

FIELD, FOREST AND GARDEN BOTANY. A simple introduction to the Common Plants of the United States, east of the Mississippi, both wild and cultivated. Cloth. 8vo. 386 pages. Price, $2.00.

SCHOOL AND FIELD BOOK. Comprising "*The Lessons in Botany*," and "*The Field, Forest and Garden Botany.*" A most popular and comprehensive School book. 622 pages. Price, $2.50.

****This work, in connection with* "HOW PLANTS GROW," *supplies a complete course in Botany for Common Schools, Academies and Seminaries.*

MANUAL OF BOTANY. Arranged according to the natural system, and containing twenty plates, illustrating the Sedges, Grasses, Ferns, &c. Fifth edition, 1867. Second issue, 1868. Cloth. 8vo. 700 pages. Price, $2.25.

****This work, in connection with* "THE LESSONS," *supplies a complete course in Botany for Colleges and Scientific Schools.*

THE SAME, bound with "The Lessons." Price, $3.00.

THE SAME, with "Moses and Liverworts." Price, $3.75.

STRUCTURAL AND SYSTEMATIC BOTANY. An introduction to Structural and Systematic Botany and Vegetable Physiology, being a fifth and revised edition of the Botanical Text-book. Illustrated by over 1,300 wood-cuts. 1 vol. Cloth. 8vo. 356 pages. Price, $3.50.

FLORA OF THE SOUTHERN UNITED STATES. Containing Abridged Descriptions of the Flowering Plants and Ferns of Tennessee, North and South Carolina, Georgia, Alabama, Mississippi and Florida: arranged according to the natural system. By A. W. CHAPMAN, M. D. 1 vol. 8vo. 600 pages. Price, $3.60.

*** WE will send single copies of either or all of the above, to teachers or school officers, if desired for examination with a view to introduction, on receipt of *half* the appended prices. THE MOST LIBERAL TERMS WILL BE GIVEN FOR INTRODUCTION.

Full descriptive circulars of Gray's Botanies, with many testimonials from eminent scientists and teachers, by mail on application. Address

IVISON, BLAKEMAN, TAYLOR & CO.,

Or EDWARD COOK,

133 and 135 State Street, Chicago, Ills.

Progressive Text Books.

HARPER'S LANGUAGE SERIES,

—BY—

Prof. WILLIAM SWINTON.

I. Language Lessons,	- -	price 50 Cents.
II. School Composition,	- - -	" 50 Cents.
III. Progressive Grammar,	- -	" 75 Cents.

This series is formed on a distinct and individual plan. The several books are arranged in such a way as to exactly fit into the specific work of each grade in our public schools. *The pupil is brought in contact with the living language itself; he is made to deal with speech—to turn it over in a variety of ways—to handle sentences; so that he is not kept back from the exercises of* USING *language till he has mastered all the dry anatomy of the grammarian.*

OPINIONS OF EDUCATORS.

From Superintendent W. D. Parker, Janesville, Wis.

"I have examined 'Swinton's Language Lessons' and take pleasure in commending it to the consideration of friends of the children who, by its use, will be able to bridge over the chasm found between living language and the science thereof."

"I believe 'Swinton's School Composition' well adapted to dispel the bug-bear of 'composition writing.'"

Both books are handsomely executed mechanically and in every respect, they commend themselves to the judgment of the friends of education.

From Albert Earthman, Supt. Schools, Reedsburg, Wis.

A careful perusal of "Swinton's Language Lessons" convinces me that it is a little book of rare merit.

From Prof. B. M. Reynolds, Pres't Wis. State Teachers' Association.

The "Language Lessons" is well conceived and well executed. I think it an excellent little book.

From Prof. S. S. Rockwood, Whitewater Normal School.

Both works (Grammar and Language Lessons) are well directed efforts to revolutionize the unsuccessful methods of dealing with the English language in the past, and to build up enlightened methods upon the ruins.

From Prof. E. Chase, Prin. Liberal Institute, Jefferson, Wis.

Swinton's Grammar is giving entire satisfaction.

From Prof. C. F. Eastman, Beloit.

I do not suppose any book can *supply* the lack of tact and inventiveness in a teacher, but this little book (Language Lessons) will go far to *relieve* such deficiencies so

NEW PUBLICATIONS

—OF—

A. S. BARNES & CO.,

NEW YORK AND CHICAGO.

During the past business year, '72-'73, we have published the following important text-books for Schools and Colleges:

AGNEL'S Tabular French System.
BAADE'S Permutation Reading Case.
BAKER'S Brief History of Texas.
BARBER'S Critical Speller.
BLAIR'S Latin Pronunciation.
CHAPMAN'S Elementary Drawing Book.
CLARK'S Key to Normal Grammar.
CLARK'S Beginner's Grammar.
DAVIES' Examination of the Demonstrations of the Legendre.
DAVIES' Nature and Utility of Mathematics.
FOLSOM'S Logic of Accounts.
JEPSON'S Music Readers. Three Nos.
MONTEITH'S Comprehensive Geography.
NORTHEND'S Young Declaimer.
PEABODY'S Moral Science.
PECK'S Analytical Mechanics.
STEELE'S Fourteen Weeks in Physiology.
STEELE'S New Chemistry.
WATSON'S Child's Script Speller.
WATSON'S Youth's Script Speller.
WOOD'S Botanical Record.

Also, revised editions of the following standard text-books, viz.:

DAVIES' ANALYTICAL GEOMETRY, CALCULUS, LEGENDRE & BOURDON, and JOYNES' FRENCH PRONUNCIATION.

These works have sprung into an immediate demand and have more than realized the great expectations held out for them.

We have also increased our several specific libraries. For instance, our *TEACHERS' LIBRARY* by ORTON'S "**Liberal Education of Women: the Demand and the Method;**" and NORTHROP'S "**Education Abroad.**" Our *GIFT-BOOK LIBRARY* by "**Chrysostom; or, The Mouth of Gold,**" by EDWIN JOHNSON; "**True Success in Life,**" by RAY PALMER; "**Sunny Hours of Childhood,**" collected stories, anecdotes, etc. All are handsomely bound, and within the reach of any Teacher.

We also invite *ESPECIAL ATTENTION* to the following late works, and the brilliant success they are attaining:

INDEPENDENT READERS,

Adopted by the city of *MADISON, WIS.*, **Over Five Competing Series.** Already in use in **Over Three Hundred** other Leading Cities and Towns in the **West Alone,** besides **Two Full State Adoptions.**

Barnes' Brief History of U. S.,

Positively outstripping all competitors. In use in EIGHTY prominent Cities and Towns in WISCONSIN

STEELE'S PHYSIOLOGY

Last and crowning work of the *unrivalled* "**14 Weeks**" Scientific Series, of which *over Three Hundred and Fifty Thousand Copies* have been sold.

Revised "14 Weeks" Chemistry,

Contains new Nomenclature, Plates, etc. JUST READY.

MONTEITH'S COMPREHENSIVE GEOGRAPHY,

A FULL COURSE *in one book*, for $1.60, retail. Contains eight new features not found in other works, and ONE-THIRD more Maps.

For descriptive catalogue and special terms for introduction, address,

A. S. BARNES & CO.,
113 & 115, State St., CHICAGO.

JOHN A. COMSTOCK,
General Agent for Wisconsin.
P. O. address, care A. S. B. & Co., CHICAGO.

New and Valuable Text-Books

FROM THE PRESS OF

Scribner, Armstrong & Comp'y

NEW YORK.

GUYOT'S PHYSICAL GEOGRAPHY.

The publishers of Guyot's unrivalled Series of Geographies are gratified to announce that the *master-piece* of the great author is now ready. Educators desiring a new Text-Book in this branch are cordially invited to examine this work.

Felter's New Practical Arithmetic.

Prepared expressly for the Felter Series,

By Prof. S. H. PEABODY, of Mass. Agricultural College.

This book combines Mental and Written Arithmetic, is concise and clear in its definitions and rules, and contains an unusually large number of such practical problems as farmers, mechanics, and other business men have to solve.

SHELDON'S READERS.

Prepared by Prof. E. A. SHELDON, of Oswego Normal School, N.Y.

Superbly illustrated. Adapted to both the Phonic and the Word method of teaching reading. Simple facts in natural science incidentally taught in natural, child language.

WILLIAMS AND SOUTHERLAND'S PATENT COPY-BOOKS.

The patented form of these books is such that they take a small amount of desk room, and the page not in use is turned from the pupil so that it cannot be easily soiled.
Nos. 1 and 2 present a complete course of writing, including all the letters and capitals.

Guyot's Geographies, Felter's Arithmetics, Cooley's Philosophy, Cooley's Chemistry, Tenney's Natural Histories, Hadley's Lessons in Language, Etc., Etc.

☞ Descriptive Catalogues and Special Circulars may always be had on application Address

THOMAS CHARLES,

Care Hadley Bros., Booksellers, 136 State St., CHICAGO.

ECLECTIC EDUCATIONAL SERIES:

THE BEST; THE MOST POPULAR; THE CHEAPEST.

137 Walnut St. CINCINNATI. } **WILSON, HINKLE & CO., PUBLISHERS,** { 98 Bond Street, NEW YORK.

READING AND SPELLING: McGuffey's New Eclectic Readers, Speller, and Charts; DeWolf's Instructive Speller; Henkle's Test Speller; Leigh's Phonetic Readers; The Phonic Reader; The Little Teacher.

ARITHMETIC: Ray's Series; White's Graded School Series.

ALGEBRA: Ray's Algebras; Schuyler's Complete Algebra.

HIGHER MATHEMATICS: Ray's Plane and Solid Geometry, Geometry and Trigonometry, Analytic Geometry, Astronomy, Surveying and Navigation; Evans's School Geometry.

GRAMMAR AND COMPOSITION: Harvey's Grammars; Pinneo's Series; Pinneo's Guide to Composition.

GEOGRAPHIES: Eclectic Series.

HISTORY and CONSTITUTION: Venable's United States; Thalheimer's Ancient; Andrews' Constitution of the United States.

SCHOOL MUSIC: Young Singers; Phillips's Day-School Singer.

PENMANSHIP: Eclectic Copy-Books, Hand-Book, Primary-Book, Exercise-Book and Writing-Cards.

ELOCUTION: McGuffey's Speakers, Rhetorical Guide, High School Reader; Kidd's Elocution, Rhetorical Reader; Cole's Institute Reader; Hemans' Reader; Venable's School Stage.

SCIENCE: Norton's Philosophy; Schuyler's Logic; Brown's Physiology.

ECLECTIC CLASSICAL SERIES: Bartholomew's Latin Grammar and Latin Gradual.

SCHOOL RECORDS: White's Registers and Records.

TEACHERS' MANUALS: The Examiner; Williams's Parser's Manual; Smart's Free Gymnastics; Object Lessons; Gow's Morals and Manners; Hailman's Kindergarten Culture.

ECLECTIC PENS: No. 100, School Pen; No. 200, Commercial Pen; No. 300, Ladies' Pen: $1.25 per gross.

For complete Descriptive Circulars and Price-List, address the Publishers.

New Books of the Eclectic Series.

WHAT IS SAID OF THEM:

"**Gow's Morals and Manners** is doing a great work. We prize it more than any other book in the schools. Should you need any testimonials, we can al unite in furnishing them for this book."—T. J. CHARLTON, *Sup't, Vincennes.*

"We heartily recommend **Venable's School Stage** to all who wish to procure acting dialogues suitable for school exhibitions."—*Ohio Educational Monthly.*

"All teachers may learn much by a careful perusal of **Hailman's Kindergarten Culture.**"—*Massachusetts Teacher.*

"I find **Ray's Surveying and Navigation** to be a very valuable work. It blends accuracy and clearness, and is admirably adapted for a text-book in High Schools and Colleges.—CYRUS NUTT, *Pres. Ind. State University.*

"It is delightful to meet with a book of so much scholarly elegance as **Bartholomew's Latin Grammar.** . . . The doctrine of the Subjunctive Mode, the most difficult in Latin Grammar, is treated with marked ability."—PROF. E. D. SANBORN, *Dartmouth College, N. H.*

D. Appleton & Co.'s Publications.

CORNELL'S GEOGRAPHIES.

Revised Editions—The Best, the Cheapest, the Most Popular.

New Primary Geography	$0 90	**New Physical Geography**	$1 00
New Intermediate Geography	1 50	**Outline Maps**	15 00

Surpass all others—1st, in Philosophical arrangement; 2d, in Gradual Progression; 3d, in Mode of Memorizing; 4th, in Full Explanation; 5th, in Agreement of Maps with Text; 6th, in Maps, Illustrations, Text and Execution; *in fine*, every feature of a good Geography.

MATHEMATICAL SERIES.

Appleton's Arithmetics.

Primary Arithmetic	$0 30	**Practical Arithmetic**	$1 00
Mental Arithmetic	45	**Key to Practical** (for teacher's use)	20
Elementary Arithmetic	50		

These books are new, and as perfect in all respects as care, thought and labor can possibly make them, thoroughly graded, definitions simple, arrangement natural, methods shortest, best, and such as are used by business men.

ENGLISH GRAMMAR AND COMPOSITION.

BY G. P. QUACKENBOS, LL. D.

Quackenbos's Primary Grammar	$ 50
" **English Grammar**	90
" **First Lessons in Composition**	90
" **Course of Composition and Rhetoric**	1 50

Brief and clear in definition, lucid in arrangement, happy in illustration, practical in exercises, full in explanations, and complete in every respect.

HISTORY.

Quackenbos's Elementary History of the United States	$ 75
" **School History of the United States**	1 75

These Histories commend themselves to the people of the whole country. They are eminently fair on all questions of religion and politics; eschewing all prejudices, they carefully avoid any attempt to bias the young.

SCIENTIFIC WORKS.

Lockyer's Astronomy	$1 75
Quackenbos's Natural Philosophy (just revised)	1 75
Youman's Chemistry (50th edition)	1 75
Huxley & Youman's Physiology	1 75
Youman's First Book of Botany	1 00
Gillespie's Land Surveying	3 00

LATIN SERIES.

Harkness's Introductory Latin Book			$1 25
" **Elementary Latin Grammar**			1 25
" **New Latin Grammar**			1 50
" **Introductory to Latin Composition**			1 50
HARKNESS' CÆSAR	$1 50	LINCOLN'S LIVY	$1 75
JOHNSON'S CICERO	1 50	" HORACE	1 75
" NEPOS	1 50	TYLER'S TACITUS	1 75
FRIEZE'S VIRGIL	2 00	ARNOLD'S LATIN PROSE COMPOSITION	1 50
SALLUST	1 75	LATIN TESTAMENT	1 25

GREEK.

HADLEY'S GREEK GRAMMAR		$2 00
WHITON'S FIRST LESSONS IN GREEK		1 50
HARKNESS' 1ST GREEK BOOK		1 50
ARNOLD'S GREEK PROSE COMPOSITION		1 50
BOISE'S " " "		1 50
BOISE'S XENOPHON'S ANABASIS (three books)		1 50
HOMER'S ILIAD,	OWEN'S	2 00
" ODYSSEY,	do.	2 00
THUCYDIDES, WITH MAP,	do.	2 00
XENOPHON'S CYROPÆDIA,	do.	2 00
" MEMORABLIA,	do.	2 00
PLATO'S APOLOGY, &c		1 50
GREEK TESTAMENT		2 00

KRUSI'S DRAWING CARDS, 4 Nos., 20c. each.

KRUSI'S MANUAL FOR TEACHERS, 75c.

P. B. HULSE, Agent,

117 & 119, State St., Chicago.

NEW PUBLICATIONS

—OF—

A. S. BARNES & CO.,

NEW YORK AND CHICAGO.

We have recently published the following important text-books for Schools and Colleges:

GNEL'S Tabular French System.
AADE'S Permutation Reading Case.
AKER'S Brief History of Texas.
ARBER'S Critical Speller.
LAIR'S Latin Pronunciation.
HAPMAN'S Elementary Drawing Book.
LARK'S Key to Normal Grammar.
LARK'S Beginner's Grammar.
AVIES' Examination of the Demonstrations of the Legendre.
AVIES' Nature and Utility of Mathematics.
FOLSOM'S Logic of Accounts.
JEPSON'S Music Readers. Three Nos.
MONTEITH'S Comprehensive Geography.
NORTHEND'S Young Declaimer.
PEABODY'S Moral Science.
PECK'S Analytical Mechanics.
STEELE'S Fourteen Weeks in Physiology.
STEELE'S New Chemistry.
WATSON'S Child's Script Speller.
WATSON'S Youth's Script Speller.
WOOD'S Botanical Record.

Also, revised editions of the following standard text-books, viz.:

DAVIES' ANALYTICAL GEOMETRY, CALCULUS, LEGENDRE & BOURDON, and JOYNES' FRENCH PRONUNCIATION.

These works have sprung into an immediate demand and have more than realized the great expectations held out for them.

We have also increased our several specific libraries. For instance, our *TEACHERS' LIBRARY* by ORTON'S "**Liberal Education of Women: the Demand and the Method;**" and NORTHROP'S "**Education Abroad.**" Our *GIFT-BOOK LIBRARY* by "**Chrysostom; or, The Mouth of Gold,**" by EDWIN JOHNSON; "**True Success in Life,**" by RAY PALMER; "**Sunny Hours of Childhood,**" collected stories, anecdotes, etc. All are handsomely bound, and within the reach of any Teacher.

We also invite *ESPECIAL ATTENTION* to the following late works, and the brilliant success they are attaining:

INDEPENDENT READERS,

Adopted by the city of *MADISON, WIS.*, **Over Five Competing Series.** Already in use in **Over Three Hundred** other Leading Cities and Towns in the **West Alone,** besides **Two Full State Adoptions.**

Barnes' Brief History of U. S.,

Positively outstripping all competitors. In use in EIGHTY prominent Cities and Towns in WISCONSIN.

STEELE'S PHYSIOLOGY

Last and crowning work of the *unrivalled* "**14 Weeks**" Scientific Series, of which *over Three Hundred and Fifty Thousand Copies* have been sold.

Revised "14 Weeks" Chemistry,

Contains new Nomenclature, Plates, etc.

MONTEITH'S COMPREHENSIVE GEOGRAPHY,

A FULL COURSE *in one book*, for $1.60, retail. Contains eight new features not found in other works, and ONE-THIRD more Maps.

For descriptive catalogue and special terms for introduction, address,

A. S. BARNES & CO.,
113 & 115, State St., CHICAGO.

JOHN A. COMSTOCK,
General Agent for Wisconsin.
P. O. address, care A. S. B. & Co., CHICAGO.

THE STATE NORMAL SCHOOLS.

Platteville--Spring Term opens Tuesday, April 5.
Oshkosh, " " " " March 24.
Whitewater, Second Term, " " Feb. 3.

TERMS OF ADMISSION.

The Board of Regents of Normal Schools has adopted the following regulations for the admission of Students to any State Normal School.

1. Each Assembly District in the State shall be entitled to six representatives in the Normal Schools, and in case vacancies exist in the representatiou to which any Assembly District is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the County Superintendent of the County (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

2. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and moral character, and after subscribing the following declaration:

I, ——— ———, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this State.

4. No person shall be entitled to a diploma, who has not been a member of the the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

The Terms of Board at each locality are moderate.

Information as to board and other matters may be obtained by addressing the Presidents of the respective schools, as follows:

President E. A. CHARLTON, at Platteville.
President OLIVER AREY, at Whitewater.
President GEORGE S. ALBEE, at Oshkosh.

WM. STARR, *President.*

University of Wisconsin,

MADISON, WISCONSIN.

his institution embraces the following Colleges and Departments :

COLLEGE OF ARTS.

ive Departments. General Science, Agriculture, Civil Engineering, Mining and Metallurgy, litary Science.

COLLEGE OF LETTERS.

wo Departments. ANCIENT CLASSICAL Department, in which the course of study is equivalent hat in the best classical colleges in the country.
IODERN CLASSICAL Department. French and German take the place of Greek.

FEMALE COLLEGE.

he course of study is comprehensive and varied, and is equal to that in the highest grade of Female lleges. Ladies are admitted to all the courses of instruction in the University.
UB-FRESHMAN CLASS or CLASSICAL PREPARATORY Department, and ENGLISH PREPARA-RY Department.

LAW SCHOOL.

udge P. L. SPOONER, Dean of the Law Faculty.
he Laboratories for instruction in Analytical Chemistry, Determinative Mineralogy and the Assay-of Ores, are believed to be the most complete in the country, west of the Alleghanies. Within a ar a

QUANTITATIVE LABORATORY

s been opened, and numerous additions have been made to the apparatus in the different Depart-nts of Science.

LIBRARIES.

open to students, without charge, containing more than *SEVENTY THOUSAND VOLUMES.*

THE CURRENT EXPENSES

less than in other institutions of equal grade. One student from each Assembly district, and all aduates of graded schools of the State who pass the required examination, are entitled to

FREE TUITION.

The institution is under the immediate charge of a President and twenty-six Professors and Teach-s, and is, in all respects, in a highly prosperous condition.
For further information, apply to

J. H. TWOMBLY,
President.

MADISON, Sept. 26, 1873.

MADISON MUTUAL
NSURANCE COMPANY,

MADISON, WISCONSIN.

APITAL, - - $1,038,788.80.

AVID ATWOOD,	PRESIDENT.
IRAM H. GILES,	VICE PRESIDENT.
AMUEL D. HASTINGS,	TREASURER.
ENISON WORTHINGTON,	SECRETARY.
I. H. GILES,	GENERAL AGENT.
. E. HUTCHINSON,	ADJUSTER.

GIVES SPECIAL ATTENTION TO

FARM AND HOMESTEAD PROPERTY.

The Largest, Oldest, and Most Successful Company in the Northwest.

Losses Paid, Chiefly on Farm Property, Nearly $750,000.

APPLETON'S
AMERICAN CYCLOPÆDIA,

NEW REVISED EDITION.

Entirely rewritten by the ablest writers on every subject. Printed from new type and illustrated with Several Thousand Engravings and Maps.

The work originally published under the title of THE NEW AMERICAN CYCLOPÆDIA was completed in 1863, since which time the wide circulation which it has attained in all parts of the United States, and the signal developments which have taken place in every branch of science, literature, and art, have induced the editors and publishers to submit it to an exact and thorough revision, and to issue a new edition entitled THE AMERICAN CYCLOPÆDIA.

Within the last ten years the progress of discovery in every department of knowledge has made a new work of reference an imperative want.

The movement of political affairs has kept pace with the discoveries of science and their fruitful application to the industrial and useful arts and the convenience and refinement of social life. Great wars and consequent revolutions have occurred, involving national changes of peculiar moment. The civil war of our own country, which was at its height when the last volume of the old work appeared, has happily ended, and a new course of commercial and industrial activity has been commenced.

Large accessions to our geographical knowledge have been made by the indefatigable explorers of Africa.

The great polictial revolutions of the last decade, with the natural result of the lapse of time, have brought into public view a multitude of new men, whose names are in every one's mouth, and of whose lives every one is curious to know the particulars. Great battles have been fought and important sieges maintained, of which the details are as yet preserved only in the newspapers or in the transient publications of the day, but which onght now to take their place in permanent and authentic history.

In preparing the present edition for the press, it has accordingly been the aim of the editors to bring down the information to the latest possible dates, and to furnish an accurate account of the most recent discoveries in science, of every fresh production in literature, and of the newest inventions in the practical arts, as well as to give a succinct and original record of the progress of political and historical events.

The work has been begun after long and carefnl preliminary labor, and with the most ample resources for carrying it on to a successful termination.

None of the original stereotyped plates have been used, but everv page has been printed on new type, forming in fact a new Cyclopædia, with the same plan and compass as its predecessor, but with a far greater pecuniary expenditure, and with such improvements in its composition as have been suggested by longer experience and enlarged knowledge.

The illustrations which are introduced for the first time in the present edition have been added not for pictorial effect, but to give greater lucidity and force to the explanations in the text. They embrace all branches of science and of natural history, and depict the most famous and remarkable features of scenery, architecture, and art, as well as the various processes of mechanics and manufactures. Although intended for instruction rather than embellishment, no pains have been spared to insure their artistic excellence; the cost of their execution is enormous, and it is believed they will find a welcome reception as an admirable feature of the Cyclopædia, and worthy of its high character.

This work is sold to subscribers only, payable on delivery of each volume. It will be completed in sixteen large octavo volumes, each containing about 800 pages, fully illustrated with several thousand Wood Engravings, and with numerous colored Lithographic Maps.

PRICE AND STYLE OF BINDING.

In extra Cloth, per vol.,	$5.00	*In Half Russia, extra gilt, per vol.,*	[illegible]
In Library Leather, per vol.,	6.00	*In Full Morocco, antique, gilt edges, per vol.,*	[illegible]
In Half Turkey Morocco, per vol.,	7.00	*In Full Russia, per vol.,*	[illegible]

Four volumes now ready. Succeeding volumes until completion will be issued once in two months. ***Specimen pages of the AMERICAN CYCLOPÆDIA, showing type, illustrations, etc., will be sent gratis, on application.

FIRST-CLASS CANVASSING AGENTS WANTED. Address the Publishers,

D. APPLETON & CO., 549 & 551 Broadway, N. Y.

LIPPINCOTT'S REFERENCE PUBLICATIONS.

PRONOUNCING GAZETTEER OF THE WORLD.

In one Volume of 2348 Pages.

SUMMARY OF CONTENTS.

Preface to the Revised Edition; Preface to the First Edition; Introduction, Explanatory of the system of Pronunciation adopted in this Work; General Principles of Pronunciation of the more Important European Languages; Explanations, Abbreviations, Signs, etc., relating to Orthoepy; General Vocabulary, containing Notices, and the Pronunciation of the Names of nearly 100,000 Places; Appendix of New Places, nearly 10,000 Notices; Etymological Vocabulary; Tables of Population according to the most Recent Authorities.

Price: Library, $10.00; Half Turkey, $12.50.

"I have been for many years under almost daily obligations to your Gazetteer of the World."—*Dr. Oliver Wendell Holmes.*

PRONOUNCING BIOGRAPHICAL DICTIONARY.

CONTAINING

Memoirs of the Eminent Persons of all Ages and Countries, and Accounts of the various subjects of the Norse, Hindoo, and Classic Mythologies, with the Pronunciation of their Names in the different Languages in which they occur.

THREE EDITIONS.

1. *In One Volume of 2352 Pages. Price: Library, $15.00; Half Turkey, $17.00.*
2. *In Two Volumes of 2352 Pages. Price: Library, $24.00; Half Turkey, $27.00.*
3. *In Three Volumes of 2352 Pages; Illustrated. Price: Library, $28.50; Half Turkey, $31.50.* This edition is illustrated by 49 beautifully engraved portraits on steel, forming an elegant portrait-gallery.

"It will be a fit companion to Lippincott's Pronouncing Gazetteer of the World, constructed by the same hands, and certainly the first book of its class in the language."—*Prof. W. H. G. Bartlett.*

"The value of the work to students and scholars, and especially to teachers and speakers, cannot be estimated."—*Benson J. Lossing.*

"Lippincott's Pronouncing Biographical Dictionary is in constant use in our school. Hundreds of references are made daily. It is such an encyclopædia of knowledge that beyond any other book, Webster's Unabridged alone excepted, it stimulates in the pupils a habit of seeking definite authority."—*Prof. G. S. Albee, Principal of Oshkosh (Wis.) Normal School* (August 23, 1873).

"We have purchased copies of Lippincott's Pronouncing Biographical Dictionary for all the district schools of Chicago. I have examined the work with special care, and regard it as one of the most useful reference books we have in our schools."—*Wm. H. Wells, Member of Text-Book Committee* (June 21, 1873).

"I have examined, with a great deal of pleasure and much profit, Lippincott's Pronouncing Biographical Dictionary. It is full, recent, and accurate in its statements of facts, and is, I believe, the best reference book of its kind extant. Our board has very wisely placed copies in all the district schools of Chicago."—*Leander Stone, Chairman of Text Book Committee* (June 23, 1873).

ALLIBONE'S DICTIONARY OF AUTHORS.

A Critical Dictionary of English Literature and British and American Authors, Living and Deceased, from the Earliest Accounts to the Latter Half of the Nineteenth Century. Containing over Forty-six Thousand Articles (Authors), with Forty Indexes of Subjects.

By S. AUSTIN ALLIBONE, LL.D.

Complete in Three Volumes. Imperial 8vo. 3140 pages. Price per volume, Extra Cloth, $7.50; Library Sheep, $8.50; Half Turkey, $9.50.

OPINIONS OF THE PRESS.

"All things considered, the most remarkable literary work ever executed by one man."—*American Literary Gazette.*

"It may be safely said that it is the most valuable and comprehensive manual of English literature yet compiled."—*N. Y. Evening Post.*

"As a bibliographical work it is simply priceless."—*N. Y. Independent.*

"There is nothing to compare with it in any language."—*N. Y. Observer.*

"We are proud that it is the work of an American. We earnestly recommend every reader, student, and teacher, and, we had almost said, every patriotic citizen, to secure a copy of Allibone's Dictionary of Authors."—*Boston Eve. Transcript.*

"As the work of a single man, it is one of the wonders of literary industry. EVERY MAN WHO EVER OWNED AN ENGLISH BOOK, OR EVER MEANS TO OWN ONE, WILL FIND SOMETHING HERE TO HIS PURPOSE."—*Atlantic Monthly.*

Lippincott's Reference Publications are supplied to Schools and School Officers at best rates, by

JOHN H. ROLFE, 133 & 135 State St., Chicago.

☞ See preceding page.

SCHOOL SUPPLY AGENCY,

FOR THE INTRODUCTION OF

DICTIONARIES, GAZETTEERS, OUTLINE MAPS, REFERENCE MAPS,

ATLASES, LIBRARY BOOKS, AND OTHER EDUCATIONAL HELPS.

JOHN H. ROLFE, Manager,

133 and 135 State Street, Chicago.

Attention is invited to the following valuable reference books, being, as will be observed, a portion of the list of such works published by Messrs. J. B. LIPPINCOTT & Co., of Philadelphia, who have made the issue of such works quite a specialty.

The "PRONOUNCING GAZETTEER OF THE WORLD," the "PRONOUNCING BIOGRAPHICAL DICTIONARY," and "ALLIBONE'S DICTIONARY OF AUTHORS" should be in every school in the land, and in every family too, along with the Quarto Dictionary of Webster or Worcester, or with both these great works.

Mr. WILLIAM A. WHEELER, who has, as every scholar knows, done so much to make both the Webster and Worcester Quartos what they now are, says:

"As the pronunciation of modern proper names of persons and places is a matter to which I have for many years given much attention, and as I am familiar with whatever has been done or attempted by other laborers in this field, I think myself warranted in saying that Dr. Thomas is the sole authority on this important subject."

Mr. J. L. PICKARD, Superintendent of the Public Schools of Chicago, says (August 11, 1873):

"We find Lippincott's Gazetteer of the World and Dr. Thomas's Biographical Dictionary of great value as works of reference in our schools. Each grammar school is furnished with a copy of the former, and every school with a copy of the latter. No books are more frequently or more profitably consulted."

Mr. W. T. HARRIS, Superintendent of the Public Schools of St. Louis, says (September 5, 1873):

"We placed Lippincott's Pronouncing Biographical Dictionary on our list of reference books provided to each school immediately on its appearance. The Pronouncing Gazetteer of the World has been furnished to each school as a reference book, ever since 1857. We could not think of doing without these books."

Hon. SAMUEL FALLOWS, President of Illinois Wesleyan University, late Superintendent of Public Instruction of Wisconsin, says (September 6, 1873):

"I find Lippincott's Gazetteer of the World, and Dr. Thomas's Biographical Dictionary, indispensable as books of reference. At least every *graded* school in the State should have them."

Hon. EDWARD SEARING, Superintendent of Public Instruction of Wisconsin, says (December 26, 1873):

"I fully and cordially endorse these words of Gen. Fallows respecting these two great and unique books. Their value as works of reference in schools has long been known to me, and cannot easily be over-estimated."

Prof. ROBERT GRAHAM, of the Oshkosh State Normal School, says (December 26, 1873):

"These works are invaluable to us."

Rev. J. B. PRADT, Department of Public Instruction, Madison, Wis., says (January 6, 1874):

"Every school should have them."

Hon. NEWTON BATEMAN, Superintendent of Public Instruction of Illinois, says (Dec. 3, 1873):

"Lippincott's Pronouncing Biographical Dictionary is a marvel of honest, scholarly work, and of accurate and laborious literary and historical research. It contains a prodigious amount of useful information, selected with admirable judgment and discrimination from the treasures of all ages and countries. I cannot better express my estimate of its value than by saying that it is well worthy of a place in every school and reference library by the side of its peerless predecessor and companion-volume, the Pronouncing Gazetteer of the World."

Hon. E. E. WHITE, former State School Commissioner of Ohio, says (Jan. No. of Educ'l Monthly):

"We most heartily endorse what Messrs. Pickard, Harris, Bateman, and others say of the value of Lippincott's Pronouncing Gazetteer of the world, and Lippincott's Pronouncing Biographical Dictionary. They should be found in every grammar and higher school in the country, and it is not creditable to our teaching or our wisdom that they are not."

To ALLIBONE'S DICTIONARY OF AUTHORS the following testimonials have been received:

From LORD MACAULAY.—"Far superior to any other work of the kind in our language."
From Hon. GEORGE BANCROFT.—"Full of information; heaped up and running over."
From CHARLES DICKENS.—"Very important and very valuable."
From Hon. EDWARD EVERETT.—"The little examination I have been able to make of it has confirmed the opinion which I formed of its merits on a more careful examination."
From THOMAS CARLYLE.—"There seems to be no doubt that the book will be welcome to innumerable reading beings."
From OLIVER WENDELL HOLMES.—"A rich store-house of knowledge."

The hearty co-operation of the friends of Education is desired in securing attention to these works in schools, and as far as possible in families also, and by every one who can read them.

Agents wanted everywhere to sell these valuable works, and all other educational helps, to whom liberal inducements are offered. On receipt of the price, the works will be sent, express charges *paid*, to any place where there is no agent. And to any person desiring to act as agent for any territory not given out, a sample copy of either or both the works will be sent by express, charges *paid*, on receipt of three-fourths the price.

JOHN H. ROLFE.

(For extended descriptions of Lippincott's Reference Publications, see next page.)

ı the Fields again with Prof. Gray.

BOTANY.

Standard Text-Books,

BY

Prof. ASA GRAY, of Harvard.

MORE EXTENSIVELY USED THAN ALL OTHER BOTANICAL SERIES COMBINED.

THIS justly-celebrated Series of Text-Books presents the latest and most accurate principles and developments of the beautiful science to which Professor GRAY s devoted so much of his life. None have yet approached him in the rare art of ıking merely scientific theories and dry details popular and interesting.

HOW PLANTS BEHAVE, HOW THEY MOVE, CLIMB, EMPLOY SECTS TO WORK FOR THEM, &c. Botany for Young People. Beautifully illustrated, and printed fine paper. 4to. Price, 75 cents.

HOW PLANTS GROW. A sim- and charming introduction to Structural Bot- y; with *a Popular Flora*, or an arrangement d description of Common Plants, both wild and itivated. 232 pages, and more than 500 engrav- rs. Price, $1.12.

*** *This work, in connection with* "THE SCHOOL ID FIELD BOOK," *supplies a complete course in tany for Common Schools and Seminaries.*

LESSONS IN BOTANY, and getable Physiology, to which is added a copious ctionary of Botanical terms. Fully illustrated. ice, $1.30.

FIELD, FOREST AND GAR- EN BOTANY. A simple introduc- n to the Common Plants of the United States, st of the Mississippi, both wild and cultivated. oth. 8vo. 386 pages. Price, $2.00.

SCHOOL AND FIELD BOOK. mprising "*The Lessons in Botany*," and "*The ield, Forest and Garden Botany.*" A most pop- ar and comprehensive School book. 622 pages. rice, $2.50.

*** *This work, in connection with* "HOW PLANTS ROW," *supplies a complete course in Botany for ommon Schools, Academies and Seminaries.*

MANUAL OF BOTANY. Ar- ranged according to the natural system, and con- taining twenty plates, illustrating the Sedges, Grasses, Ferns, &c. Fifth edition, 1867. Second issue, 1868. Cloth. 8vo. 700 pages. Price, $2.25.

*** *This work, in connection with* "THE LESSONS," *supplies a complete course in Botany for Colleges and Scientific Schools.*

THE SAME, bound with "The Les- sons." Price, $3.00.

THE SAME, with "Moses and Liv- erworts." Price, $3.75.

STRUCTURAL AND SYSTE- MATIC BOTANY. An introduction to Structural and Systematic Botany and Vegeta- ble Physiology, being a fifth and revised edition of the Botanical Text-book. Illustrated by over 1,300 wood-cuts. 1 vol. Cloth. 8vo. 356 pages. Price, $3.50.

FLORA OF THE SOUTHERN UNITED STATES. Containing Abridged Descriptions of the Flowering Plants and Ferns of Tennessee, North and South Caroli- na, Georgia, Alabama, Mississippi and Florida: arranged according to the natural system. By A. W. CHAPMAN, M. D. 1 vol. 8vo. 600 pages. Price, $3.60.

*** WE will send single copies of either or all of the above, to teachers or school fficers, if desired for examination with a view to introduction, on receipt of *half* ıe appended prices. THE MOST LIBERAL TERMS WILL BE GIVEN FOR INTRODUCTION.

Full descriptive circulars of Gray's Botanies, with many testimonials from eminent ientists and teachers, by mail on application. Address

IVISON, BLAKEMAN, TAYLOR & CO.,

)r EDWARD COOK,

133 and 135 State Street, Chicago, Ills.

Progressive Text Books.

HARPER'S LANGUAGE SERIES,

—BY—

Prof. WILLIAM SWINTON.

I. Language Lessons,	- -	price 50 Cents.
II. School Composition,	- - -	" 50 Cents.
III. Progressive Grammar,	- -	" 75 Cents.

This series is formed on a distinct and individual plan. The several books are arranged in such a way as to exactly fit into the specific work of each grade in our public schools. *The pupil is brought in contact with the living language itself; he is made to deal with speech—to turn it over in a variety of ways—to handle sentences; so that he is not kept back from the exercises of* USING *language till he has mastered all the dead anatomy of the grammarian.*

OPINIONS OF EDUCATORS.

From Superintendent W. D. Parker, Janesville, Wis.

I have examined "Swinton's Language Lessons" and take pleasure in commending it to the consideration of friends of the children who, by its use, will be able to bridge over the chasm found between living language and the science thereof."

I believe "Swinton's School Composition" well adapted to dispel the bug-bear of "composition writing."

Both books are handsomely executed mechanically and in every respect, they commend themselves to the judgment of the friends of education.

From Albert Earthman, Supt. Schools, Reedsburg, Wis.

A careful perusal of "Swinton's Language Lessons" convinces me that it is a little book of rare merit.

From Prof. B. M. Reynolds, Pres't Wis. State Teachers' Association.

The "Language Lessons" is well conceived and well executed. I think it an excellent little book.

From Prof. S. S. Rockwood, Whitewater Normal School.

Both works (Grammar and Language Lessons) are well directed efforts to revolutionize the unsuccessful methods of dealing with the English language in the past, and to build up enlightened methods upon the ruins.

From Prof. E. Chase, Prin. Liberal Institute, Jefferson, Wis.

Swinton's Grammar is giving entire satisfaction.

From Prof. C. F. Eastman, Beloit.

I do not suppose any book can *supply* the lack of tact and inventiveness in a teacher, but this little book (Language Lessons) will go far to *relieve* such deficiencies so far as the study of language is concerned. I like especially the method of leading the pupil to discover his own rules and definitions; the exercises in composition that are given so frequently; and I consider *that letter of criticism* a very valuable feature.

From H. Pfund, Principal, Alma, Wis., (Jan. 23, 1874.)

I have no cause to regret the introduction of Swinton's Grammar into our schools. I am satisfied with the results.

From Supt. A. H. Conkey, Appleton, Wis.

The "Language Lessons" is just the thing needed in our country schools—simple, philosophical and intensely attractive. With this little book in the hands of the beginner, the science of English Grammar is disarmed of its terrors.

From W. J. Brier, Prin. High School, Sun Prairie, Wis.

While it is an undisputed fact that one hundred text-books on Grammar are published where one is needed, it seems to me *that one* is "Swinton's Progressive." The style of presenting the subject and the casting out of a large amount of surplus matter cannot fail to cause the book to occupy the first rank.

From N. C. Twining, Supt. Monroe, Wis.

We shall use the "Language Lessons" in our Intermediate Grades this term, and shall be glad to announce its complete success. I like the "Progressive Grammar" well.

From Prof. J. A. Miner, Beaver Dam, Wis.

I feel very confident that the system of instruction involved in Prof. Swinton's text-books, will produce vastly better results than the old way of teaching English Grammar. * * We will use the Progressive Grammar in our High School.

From Supt. Th. Bernhard, Watertown, Wis.

I have determined to introduce into our public schools—Swinton's Grammar and Language Lessons. * * Send —— copies at introductory rates.

From Hosea Barnes, Supt., Manitowoc, Wis.

Taken altogether Swinton's Grammar is the best book on the subject I have ever seen.

From Prof. Geo. L. Weed, Delavan, Wis., (Principal Wis. Institute for Deaf and Dumb.)

The method, simplicity and natural progress of Swinton's Language Lessons" combine to make it a pleasant and fitting introduction to the study of language.

From Prof. Albert Salisbury, Whitewater, Wis.

Concerning the "Language Lessons," I am ready to say that, so far as I can determine without the test of class use, it is the most successful attempt yet made to infuse common sense into the teaching of English Grammar. It is what we have been waiting for, I think.

Swinton's Grammar has just been Adopted at the Whitewater Normal School. (Feb. 1874.

Hundreds of other prominent Educators in every State of the Union commend Prof. SWINTON'S efforts to free the subject of English Grammar from its technical thraldom. That his efforts have been entirely successful in making a series of practical text-books is unanimously conceded.

All interested in forwarding the great "Grammar Reform" are invited to examine the books of this eminent author.

☞ Liberal terms to teachers for examination or introduction.

Address,

W. J. BUTTON,

Agent for HARPER & BROTHERS,

117 and 119 State Street, Chicago, Ill.

Curtis' Number Lattice,

FOR PRIMARY AND INTERMEDIATE SCHOOLS.

A great need of pupils in these departments is

DRILL IN RAPID COMBINATIONS OF NUMBERS.

The NUMBER LATTICE and accompanying METHODS OF INSTRUCTION meet this want fully. No text-books are needed by the pupil until the fundamental operations of Arithmetic are mastered. Will save its cost in books in a single term, and will last for years.

PRICE, $10. Full description, with Methods of Instruction, sent free to teachers. Address orders to

E. T. CURTIS,

Prin. Public Schools, Calumet, Mich.

Wisconsin Journal of Education.

Volume IV., New Series, 1874.

EDWARD SEARING, *Superintendent of Public Instruction,*

JOHN B. PRADT, *Assistant Sup't of Public Instruction,*

Editors and Proprietors.

As the circulation of the JOURNAL is now upwards of 2,000, its conductors hope, during the ensuing year, to have an increased number of contributors, and that it will be improved in proportion. Means have already been taken to obtain valuable contributions for future numbers, and it is intended that each issue shall be enriched with articles from able writers.

Terms—Single Subscriptions, $1.50.

CLUBBING.—A district clerk and teacher, or any other two persons, clubbing and sending us their subscriptions in advance, shall receive the JOURNAL at $1.25 each; and names may at any time be added to the club, at the same rate. Nearly every one of our present subscribers can get one or more names for a club. In such cases, the added club subscribers must be NEW subscribers. It is not necessary that club subscribers all receive their copies at the same postoffice.

ADVERTISING.—It is needless to remark that the JOURNAL is a valuable medium for advertising. Terms reasonable, and communicated on request.

New and Valuable Text-Books

FROM THE PRESS OF

Scribner, Armstrong & Comp

NEW YORK.

GUYOT'S PHYSICAL GEOGRAP

The publishers of Guyot's unrivalled Series of Geographies are gratified to announce th *master-piece* of the great author is now ready. Educators desiring a new Text-Book in this are cordially invited to examine this work.

Felter's New Practical Arithmet

Prepared expressly for the Felter Series,

By Prof. S. H. PEABODY, of Mass. Agricultural Colleg.

This book combines Mental and Written Arithmetic, is concise and clear in its definitions and and contains an unusually large number of such practical problems as farmers, mechanics, and business men have to solve.

SHELDON'S READER

Prepared by Prof. E. A. SHELDON, of Oswego Normal School,

Superbly illustrated. Adapted to both the Phonic and the Word method of teaching re Simple facts in natural science incidentally taught in natural, child language.

WILLIAMS AND SOUTHERLAND

PATENT COPY-BOOKS.

The patented form of these books is such that they take a small amount of desk room, and the not in use is turned from the pupil so that it cannot be easily soiled.
Nos. 1 and 2 present a complete course of writing, including all the letters and capitals.

Guyot's Geographies, Felter's Arithmetics, Cooley's Philosop Cooley's Chemistry, Tenney's Natural Histories, Hadley's Lessons in Language, Etc., Etc.

☞ Descriptive Catalogues and Special Circulars may always be had on a cation Address

THOMAS CHARLES,

Care Hadley Bros., Booksellers, 136 State St., CHICAG

ECLECTIC EDUCATIONAL SERIES:

THE BEST; THE MOST POPULAR; THE CHEAPEST.

137 Walnut St., CINCINNATI. } **WILSON, HINKLE & CO., PUBLISHERS,** { 28 Bond Street, NEW YORK.

READING AND SPELLING: McGuffey's New Eclectic Readers, Speller, and Charts; DeWolf's Instructive Speller; Henkle's Test Speller; Leigh's Phonetic Readers; The Phonic Reader; The Little Teacher.

ARITHMETIC: Ray's Series; White's Graded School Series.

ALGEBRA: Ray's Algebras; Schuyler's Complete Algebra.

HIGHER MATHEMATICS: Ray's Plane and Solid Geometry, Geometry and Trigonometry, Analytic Geometry, Astronomy, Surveying and Navigation; Evans's School Geometry.

GRAMMAR AND COMPOSITION: Harvey's Grammars; Pinneo's Series; Pinneo's Guide to Composition.

GEOGRAPHIES: Eclectic Series.

HISTORY and CONSTITUTION: Venable's United States; Thalheimer's Ancient; Andrews' Constitution of the United States.

SCHOOL MUSIC: Young Singers; Phillips's Day-School Singer.

PENMANSHIP: Eclectic Copy-Books, Hand-Book, Primary-Book, Exercise-Book and Writing-Cards.

ELOCUTION: McGuffey's Speakers, Rhetorical Guide, High School Reader; Kidd's Elocution, Rhetorical Reader; Cole's Institute Reader; Hemans' Reader; Venable's School Stage.

SCIENCE: Norton's Philosophy; Schuyler's Logic; Brown's Physiology.

ECLECTIC CLASSICAL SERIES: Bartholomew's Latin Grammar and Latin Gradual.

SCHOOL RECORDS: White's Registers and Records.

TEACHERS' MANUALS: The Examiner; Williams's Parser's Manual; Smart's Free Gymnastics; Object Lessons; Gow's Morals and Manners; Hailman's Kindergarten Culture.

ECLECTIC PENS: No. 100, School Pen; No. 200, Commercial Pen; No. 300, Ladies' Pen: $1.25 per gross.

For complete Descriptive Circulars and Price-List, address the Publishers.

Just Published:

MANUAL OF THE CONSTITUTION OF THE UNITED STATES, Designed for the Instruction of American Youth in the Duties, Obligations, and Rights of Citizenship. By ISRAEL WARD ANDREWS, D. D., Pres't Marietta College.

LIBRARY EDITION:—8 vo. full sheep, $2.00.

SCHOOL EDITION:—12 mo. cloth, 1.60. Supplies for first introduction, and sample copies by mail post-paid for examination with a view to introduction, $1.17.

PROGRESSIVE AND PRACTICAL METHOD FOR THE STUDY OF THE FRENCH LANGUAGE. By F. DUFFET, PARIS, FRANCE; Author of a Popular Method of Learning English.

DUFFET'S FRENCH METHOD, PART I: 192 pp. 12mo. Limp Cloth. $1.00.

DUFFET'S FRENCH METHOD, PART II: 192 pp. 12mo. Limp Cloth. $1.00. (Nearly Ready.)

Supplies for introduction and sample copies post-paid by mail, for examination with a view to introduction, 67 cents.

WILSON, HINKLE & CO., Publishers,

137 Walnut St., CINCINNATI, and 28 Bond St., NEW YORK.

D. Appleton & Co.'s Publication

CORNELL'S GEOGRAPHIES.

Revised Editions—The Best, the Cheapest, the Most Popular.

New Primary Geography	$0 90	**New Physical Geography**	[illegible]
New Intermediate Geography	1 50	**Outline Maps**	[illegible]

Surpass all others—1st, in Philosophical arrangement; 2d, in Gradual Progression; 3d, in Ease Memorizing; 4th, in Full Explanation; 5th, in Agreement of Maps with Text; 6th, in Maps, Illustrations, Text and Execution; *in fine*, every feature of a good Geography.

MATHEMATICAL SERIES.

Appleton's Arithmetics.

Primary Arithmetic	$0 30	**Practical Arithmetic**	[illegible]
Mental Arithmetic	45	**Key to Practical** (for teacher's use)	[illegible]
Elementary Arithmetic	50		

These books are new, and as perfect in all respects as care, thought and labor can possibly make them, thoroughly graded, definitions simple, arrangement natural, methods shortest, best, and as are used by business men.

ENGLISH GRAMMAR AND COMPOSITION.

BY G. P. QUACKENBOS, LL. D.

Quackenbos's Primary Grammar [illegible]
" **English Grammar** [illegible]
" **First Lessons in Composition** [illegible]
" **Course of Composition and Rhetoric** [illegible]

Brief and clear in definition, lucid in arrangement, happy in illustration, practical in exercises, in explanations, and complete in every respect.

HISTORY.

Quackenbos's Elementary History of the United States [illegible]
" **School History of the United States** [illegible]

These Histories commend themselves to the people of the whole country, are eminently fair on questions of religion and politics, eschew all prejudices and carefully avoid attempts to bias the [illegible]

SCIENTIFIC WORKS.

Lockyer's Astronomy [illegible]
Quackenbos's Natural Philosophy (just revised) [illegible]
Youman's Chemistry (50th edition) [illegible]
Huxley & Youman's Physiology [illegible]
Youman's First Book of Botany [illegible]
Youman's Second Book of Botany [illegible]
Gillespie's Land Surveying [illegible]
Henslow's Botanical Charts [illegible]

LATIN SERIES.

Harkness's Introductory Latin Book [illegible]
" **Elementary Latin Grammar** [illegible]
" **New Latin Grammar** [illegible]
" **Introductory to Latin Composition** [illegible]

HARKNESS' CÆSAR	$1 50	LINCOLN'S LIVY	[illegible]
JOHNSON'S CICERO	1 50	" HORACE	[illegible]
" NEPOS	1 50	TYLER'S TACITUS	[illegible]
FRIEZE'S VIRGIL	2 00	ARNOLD'S LATIN PROSE COMPOSITION	[illegible]
SALLUST	1 75	LATIN TESTAMENT	[illegible]

GREEK.

HADLEY'S GREEK GRAMMAR [illegible]
WHITON'S FIRST LESSONS IN GREEK [illegible]
HARKNESS' 1ST GREEK BOOK [illegible]
ARNOLD'S GREEK PROSE COMPOSITION [illegible]
BOISE'S " " " [illegible]
BOISE'S XENOPHON'S ANABASIS (three books) [illegible]
HOMER'S ILIAD, OWEN'S [illegible]
" ODYSSEY, do. [illegible]
THUCYDIDES, WITH MAP, do. [illegible]
XENOPHON'S CYROPÆDIA, do. [illegible]
" MEMORABLIA, do. [illegible]
PLATO'S APOLOGY, &c [illegible]
GREEK TESTAMENT [illegible]

KRUSI'S DRAWING, { **Synthetic Series, 4 Books, 20c each.**
Analytic " 6 " 25c "
KRUSI'S MANUALS FOR TEACHERS, 75c.

A. S. KISSELL, Agent,
117 & 119, State St., Chicago

University of Wisconsin,

MADISON, WISCONSIN.

This institution embraces the following Colleges and Departments:

COLLEGE OF ARTS.

Five Departments. General Science, Agriculture, Civil Engineering, Mining and Metallurgy, Military Science.

COLLEGE OF LETTERS.

Two Departments. ANCIENT CLASSICAL Department, in which the course of study is equivalent to that in the best classical colleges in the country.
MODERN CLASSICAL Department. French and German take the place of Greek.

FEMALE COLLEGE.

The course of study is comprehensive and varied, and is equal to that in the highest grade of Female Colleges. Ladies are admitted to all the courses of instruction in the University.
SUB-FRESHMAN CLASS or CLASSICAL PREPARATORY Department, and ENGLISH PREPARATORY Department.

LAW SCHOOL.

Judge P. L. SPOONER, Dean of the Law Faculty.
The Laboratories for instruction in Analytical Chemistry, Determinative Mineralogy and the Assaying of Ores, are believed to be the most complete in the country, west of the Alleghanies. Within a year a

QUANTITATIVE LABORATORY

has been opened, and numerous additions have been made to the apparatus in the different Departments of Science.

LIBRARIES.

are open to students, without charge, containing more than *SEVENTY THOUSAND VOLUMES.*

THE CURRENT EXPENSES

are less than in other institutions of equal grade. One student from each Assembly district, and all graduates of graded schools of the State who pass the required examination, are entitled to

FREE TUITION.

The institution is under the immediate charge of a President and twenty-six Professors and Teachers, and is, in all respects, in a highly prosperous condition.
For further information, apply to

J. H. TWOMBLY,
President.

MADISON, Sept. 26, 1873.

MADISON MUTUAL
INSURANCE COMPANY,

MADISON, WISCONSIN.

CAPITAL, - - $1,038,789.80.

DAVID ATWOOD,	PRESIDENT.
HIRAM H. GILES,	VICE PRESIDENT.
SAMUEL D. HASTINGS,	TREASURER.
DENISON WORTHINGTON,	SECRETARY.
H. H. GILES,	GENERAL AGENT.
B. E. HUTCHINSON,	ADJUSTER.

GIVES SPECIAL ATTENTION TO

FARM AND HOMESTEAD PROPERTY.

The Largest, Oldest, and Most Successful Company in the Northwest.

Losses Paid, Chiefly on Farm Property, Nearly $750,000.

THE STATE NORMAL SCHOOLS

Platteville--Spring Term opens Tuesday, April 7.
Oshkosh, " " " " March 24.
Whitewater, Second Term, " " Feb. 3.

TERMS OF ADMISSION.

The Board of Regents of Normal Schools has adopted the following regulations for the admission of Students to any State Normal School.

1. Each Assembly District in the State shall be entitled to six representatives in the Normal Schools, and in case vacancies exist in the representatiou to which any Assembly District is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the County Superintendent of the County (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

2. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and moral character, and after subscribing to following declaration:

I, ——— ———, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this State.

4. No person shall be entitled to a diploma, who has not been a member of the the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

The Terms of Board at each locality are moderate.

Information as to board and other matters may be obtained by addressing the Presidents of the respective schools, as follows:

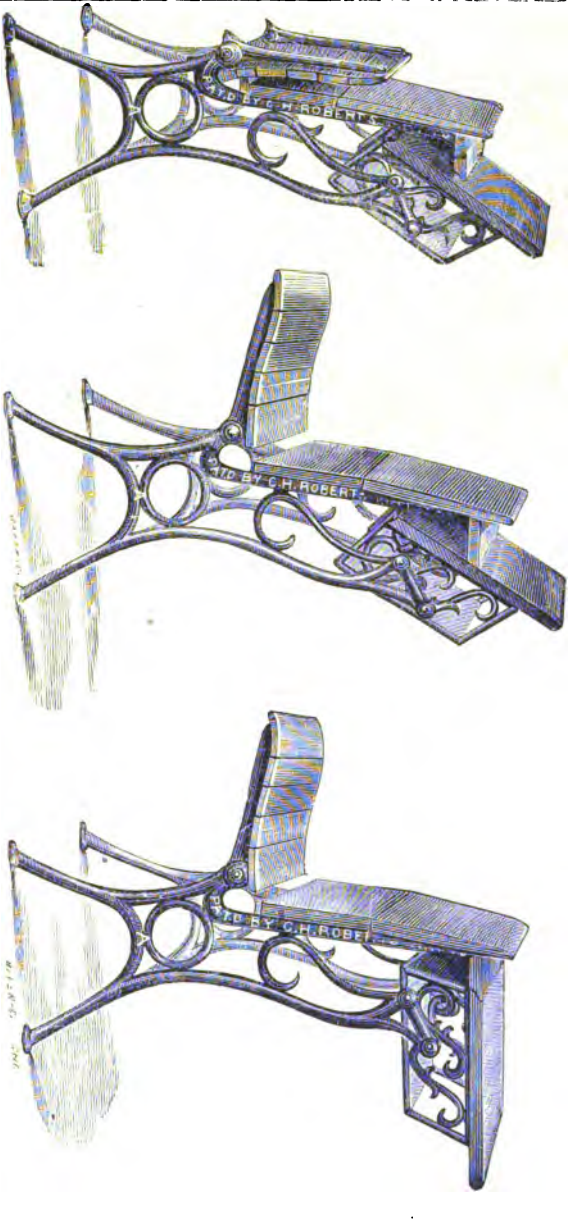
President E. A. CHARLTON, at Platteville.
President OLIVER AREY, at Whitewater.
President GEORGE S. ALBEE, at Oshkosh.

WM. STARR, *President.*

EUREKA.

The following is but the universal testimony of all who have used them :

"We were pleased to see, in our visit to the Union Schools last week, the 'Eureka Single Desk,' manufactured by Professor C. H. Roberts, of Rochester, in full working order. The Eureka is to our mind the desk of desks, it being the most economical in point of space, convenience and durability. It saves at least four inches floor space, from front to back, by its folding top, and requires less width of aisle by furnishing communication between them at every desk. Scholars can rise from, and leave and return to their seats more conveniently than in any other, while for gymnastic exercises they are invaluable. The castings are the most durable that we have ever seen, and are so made that the wood can be fastened to them with almost innumerable screws, so that there is no 'weakest spot' in the desk. In neatness, taste and beauty, they far surpass any other desk, and we most heartily congratulate Professor Roberts on the success of his invention."—*Mantorville Express*.



Eureka Folding School Desk and Seat, and Eureka Folding Settee.

PATENTED BY PROF. C. H. ROBERTS, MAY 3, 1870.

Also, Teachers' Tables, Office Desks, Chairs, Church and Hall Furniture.

BLACKBOARD SLATING &c.

ARITHMETICS, ALGEBRAS, and GEOMETRIES,

FOR

Common and High Schools,

BY

CHAS. DAVIES, LL. D.

School books may be said to improve with age. All inaccuracies and misstatements have a chance to be thus eliminated. Inasmuch as First Editions are rarely perfect, so each New Edition is the evidence of improvement. A weak book cannot exist, but a strong one lives forever!

The following books, after having been published nearly half a century, with unvarying success in each of their revisals, are still

THE FRESHEST AND BEST.

ARITHMETICS—SLATED.

Primary Arithmetic, 25—32 cts.

Intellectual Arithmetic, 40—48 cts.

Elem'ts of Written Arith'c, 50—60 cts.

New Practical Arith'tic, 90c—$1.00.

ALGEBRAS.

New Elementary Algebra, $1.25—1.35.

New Bourdon's Algebra, $2.25—2.38.

GEOMETRIES.

Elementary Geometry and Trigonometry, $1.40—1.50.

Legendre's Geometry, $2.25—2.38.

For a list of his College Text-Books see our Catalogues.

SLATED BOOKS.

A Great Improvement!

A White or Black Silicate Slate

FOR

LEAD OR SLATE PENCILS,

IN THE

BACK OF SCHOOL BOOKS.

PUBLISHED ONLY BY

A. S. BARNES & CO.

These three advantages are offered, besides countless others:

1. To Teachers.—For memoranda, class figuring, daily record, etc.

2. To Students.—For spelling, ciphering, map drawing, special notes, etc.

3. To General Readers.—For all the purposes to which the fly-leaves and margins of books are usually applied, such as temporary comments, references, etc.

Any book on our Catalogue, or mentioned in the BULLETIN, will be sent as *sample, with Slate Attachment*, on receipt of the usual retail price.

∴ Usual price of books increased from 5 to 15 cents, according to size of slate.

To those not specifying which kind they want, *lead pencil slates*, having a white surface, will be sent. No difference in price.

N. B.—Water may be used lightly, as a waterproof material protects the book.

RULE FOR ERASING.—Erase lead pencil marks with a damp cloth or paper, only slightly moistend—nearly dry—to absorb the lead. Must not use water or sponge freely.

☞ *Double-folding Slates extra.*

∴ The above books are for sale by all booksellers, or may be had, on receipt of price, from

A. S. BARNES & CO.
Publishers,
New York and Chicago.

SOME NEW BOOKS.

Messrs. IVISON, BLAKEMAN, TAYLOR & CO.

desire to call the attention of the Educational Public to the following

VERY IMPORTANT ADDITIONS

to their Extensive and Popular List of School Books.

THE AMERICAN EDUCATIONAL READERS, a New Graded Series in Five Books. This series is the *very latest* now before the public. It presents a series of Choice Readings for schools,

Adapted to any Approved Method.
Perfect in Grading.
Unequaled in Mechanical Finish.
Instructive and Elevating in Tone.
Entirely New and Fresh in Selections.

SWINTON'S WORD SERIES, in Three Books:

THE PRIMER, a beginner's book in words.
THE WORD BOOK, (Speller), complete in itself. Full of ideas and suggestions. The best speller ever published.
THE WORD ANALYSIS, a treatise on Derivations and Synonyms for Grammar Schools.

This Word Series is everywhere exciting the greatest interest in the study of words.

SWINTON'S CONDENSED HISTORY OF THE UNITED STATES, a history that always secures results.

This is the work that gave Prof. Swinton world-wide fame as an author of school books. Has a wider and more general adoption than any other history.

KERL'S SHORTER COURSE IN GRAMMAR, the crowning work of America's greatest grammarian.

LOOMIS' MUSIC SERIES, by Prof. LOOMIS, of Indianapolis, just completed, and already extensively used.

WOODBURY'S COMPLETE GERMAN COURSE, in One Book.

A NEW PRACTICAL FRENCH COURSE, on the same plan as the above.

ELIOT & STORER'S ABRIDGMENT OF CHEMISTRY.

SPENCERIAN COPY BOOKS, just *revised* and *regraded*. Always the best. Better now than ever.

In addition to the above new books it is hardly necessary to refer to the following works whose long and extensive use attests their great superiority over all rivals:

The Union Readers and Spellers,
Kerl' Series of Grammars,
Bryant & Stratton's Book Keeping,
Dana's Geology,
Wells' Science Series,
Robinson's Mathematics,
Willson's Histories, Ancient and Modern,
Gray's Botanies,
Kiddle's Astronomies,
Fasquelle's French Course.

The *Educational Reporter* and *Descriptive Catalogue* sent *free* to any address on application. Correspondence invited.

Address, **IVISON, BLAKEMAN, TAYLOR & CO.**
Or EDWARD COOK,
133 & 135 State Street, CHICAGO.

A. J. CHENEY, Traveling Agent for Wisconsin.
P. O. address as above.

ECLECTIC EDUCATIONAL SERIES:

THE BEST; THE MOST POPULAR; THE CHEAPEST.

137 Walnut St., CINCINNATI. } WILSON, HINKLE & CO., PUBLISHERS, { 28 Bond Street, NEW YORK.

READING AND SPELLING: McGuffey's New Eclectic Readers, Speller, and Charts; DeWolf's Instructive Speller; Henkle's Test Speller; Leigh's Phonetic Readers; The Phonic Reader; The Little Teacher.

ARITHMETIC: Ray's Series; White's Graded School Series.

ALGEBRA: Ray's Algebras; Schuyler's Complete Algebra.

HIGHER MATHEMATICS: Ray's Plane and Solid Geometry, Geometry and Trigonometry, Analytic Geometry, Astronomy, Surveying and Navigation; Evans's School Geometry.

GRAMMAR AND COMPOSITION: Harvey's Grammars; Pinneo's Series; Pinneo's Guide to Composition.

GEOGRAPHIES: Eclectic Series.

HISTORY and CONSTITUTION: Venable's United States; Thalheimer's Ancient; Andrews' Constitution of the United States.

SCHOOL MUSIC: Young Singers; Phillips's Day-School Singer.

PENMANSHIP: Eclectic Copy-Books, Hand-Book, Primary-Book, Exercise-Book and Writing-Cards.

ELOCUTION: McGuffey's Speakers, Rhetorical Guide, High School Reader; Kidd's Elocution, Rhetorical Reader; Cole's Institute Reader; Hemans' Reader; Venable's School Stage.

SCIENCE: Norton's Philosophy; Schuyler's Logic; Brown's Physiology.

ECLECTIC CLASSICAL SERIES: Bartholomew's Latin Grammar and Latin Gradual.

SCHOOL RECORDS: White's Registers and Records.

TEACHERS' MANUALS: The Examiner; Williams's Parser's Manual; Smart's Free Gymnastics; Object Lessons; Gow's Morals and Manners; Hailman's Kindergarten Culture.

ECLECTIC PENS: No. 100, School Pen; No. 200, Commercial Pen; No. 300, Ladies' Pen: $1.25 per gross.

For complete Descriptive Circulars and Price-List, address the Publishers.

Just Published:

MANUAL OF THE CONSTITUTION OF THE UNITED STATES, Designed for the Instruction of American Youth in the Duties, Obligations, and Rights of Citizenship. By ISRAEL WARD ANDREWS, D. D., Pres't Marietta College.

LIBRARY EDITION:—8 vo. full sheep, $2.00.

SCHOOL EDITION:—12 mo. cloth, 1.60. Supplies for first introduction, and sample copies by mail post-paid for examination with a view to introduction, $1.17.

A PROGRESSIVE AND PRACTICAL METHOD FOR THE STUDY OF THE FRENCH LANGUAGE. By F. DUFFET, PARIS, FRANCE; Author of a Popular Method of Learning English.

DUFFET'S FRENCH METHOD, PART I: 192 pp. 12mo. Limp Cloth. $1.00.

DUFFET'S FRENCH METHOD, PART II: 192 pp. 12mo. Limp Cloth. $1.00. (Nearly Ready.)

Supplies for introduction and sample copies post-paid by mail, for examination with a view to introduction, 67 cents.

WILSON, HINKLE & CO., Publishers,

137 Walnut St., CINCINNATI, and 28 Bond St., NEW YORK.

D. Appleton & Co.'s Publications.

CORNELL'S GEOGRAPHIES.

Revised Editions—The Best, the Cheapest, the Most Popular.

New Primary Geography	$0 80	**New Physical Geography**	$1 00
New Intermediate Geography	1 50	**Outline Maps**	15 00

Surpass all others—1st, in Philosophical arrangement; 2d, in Gradual Progression; 3d, in Mode of Memorizing; 4th, in Full Explanation; 5th, in Agreement of Maps with Text; 6th, in Maps, Illustrations, Text and Execution; *in fine*, every feature of a good Geography.

MATHEMATICAL SERIES.

Appleton's Arithmetics.

Primary Arithmetic	$0 30	**Practical Arithmetic**	$1 00
Mental Arithmetic	45	**Key to Practical** (for teacher's use)	20
Elementary Arithmetic	50		

These books are new, and as perfect in all respects as care, thought and labor can possibly make them, thoroughly graded, definitions simple, arrangement natural, methods shortest, best, and such as are used by business men.

ENGLISH GRAMMAR AND COMPOSITION.

BY G. P. QUACKENBOS, LL. D.

Quackenbos's Primary Grammar	$ 50
" **English Grammar**	90
" **First Lessons in Composition**	90
" **Course of Composition and Rhetoric**	1 50

Brief and clear in definition, lucid in arrangement, happy in illustration, practical in exercises, full in explanations, and complete in every respect.

HISTORY.

Quackenbos's Elementary History of the United States	$ 75
" **School History of the United States**	1 75

These Histories commend themselves to the people of the whole country, are eminently fair on all questions of religion and politics, eschew all prejudices and carefully avoid attempts to bias the young.

SCIENTIFIC WORKS.

Lockyer's Astronomy	$1 75
Quackenbos's Natural Philosophy (just revised)	1 75
Youman's Chemistry (50th edition)	1 75
Huxley & Youman's Physiology	1 75
Youman's First Book of Botany	1 00
Youman's Second Book of Botany	1 50
Gillespie's Land Surveying	3 00
Henslow's Botanical Charts	18 00

LATIN SERIES.

Harkness's Introductory Latin Book	$1 25		
" **Elementary Latin Grammar**	1 25		
" **New Latin Grammar**	1 50		
" **Introductory to Latin Composition**	1 50		
HARKNESS' CÆSAR	$1 50	LINCOLN'S LIVY	$1 75
JOHNSON'S CICERO	1 50	" HORACE	1 75
" NEPOS	1 50	TYLER'S TACITUS	1 75
FRIEZE'S VIRGIL	2 00	ARNOLD'S LATIN PROSE COMPOSITION	1 50
SALLUST	1 75	LATIN TESTAMENT	1 25

GREEK.

HADLEY'S GREEK GRAMMAR		$2 00
WHITON'S FIRST LESSONS IN GREEK		1 50
HARKNESS' 1ST GREEK BOOK		1 50
ARNOLD'S GREEK PROSE COMPOSITION		1 50
BOISE'S " " "		1 50
BOISE'S XENOPHON'S ANABASIS (three books)		1 50
HOMER'S ILIAD,	OWEN'S	2 00
" ODYSSEY,	do.	2 00
THUCYDIDES, WITH MAP,	do.	2 50
XENOPHON'S CYROPÆDIA,	do.	2 00
" MEMORABLIA,	do.	2 00
PLATO'S APOLOGY, &c.		1 50
GREEK TESTAMENT		2 00

KRUSI'S DRAWING, { **Synthetic Series, 4 Books, 20c each.**
Analytic " 6 " 25c "

KRUSI'S MANUALS FOR TEACHERS, 75c.

A. S. KISSELL, Agent,
117 & 119, State St., Chicago.

University of Wisconsin,

MADISON, WISCONSIN.

This institution embraces the following Colleges and Departments:

COLLEGE OF ARTS.

Five Departments. General Science, Agriculture, Civil Engineering, Mining and Metallurgy, Military Science.

COLLEGE OF LETTERS.

Two Departments. ANCIENT CLASSICAL Department, in which the course of study is equivalent to that in the best classical colleges in the country.
MODERN CLASSICAL Department. French and German take the place of Greek.

FEMALE COLLEGE.

The course of study is comprehensive and varied, and is equal to that in the highest grade of Female Colleges. Ladies are admitted to all the courses of instruction in the University.
SUB-FRESHMAN CLASS or CLASSICAL PREPARATORY Department, and ENGLISH PREPARATORY Department.

LAW SCHOOL.

Judge P. L. SPOONER, Dean of the Law Faculty.
The Laboratories for instruction in Analytical Chemistry, Determinative Mineralogy and the Assaying of Ores, are believed to be the most complete in the country, west of the Alleghanies. Within a year a

QUANTITATIVE LABORATORY

has been opened, and numerous additions have been made to the apparatus in the different Departments of Science.

LIBRARIES.

are open to students, without charge, containing more than *SEVENTY THOUSAND VOLUMES.*

THE CURRENT EXPENSES

are less than in other institutions of equal grade. One student from each Assembly district, and all graduates of graded schools of the State who pass the required examination, are entitled to

FREE TUITION.

The institution is under the immediate charge of a President and twenty-six Professors and Teachers, and is, in all respects, in a highly prosperous condition.
For further information, apply to

J. H. TWOMBLY,
President.

MADISON, Sept. 26, 1873.

MADISON MUTUAL
INSURANCE COMPANY,

MADISON, WISCONSIN.

CAPITAL, - - $1,038,789.80.

DAVID ATWOOD,	PRESIDENT.
HIRAM H. GILES,	VICE PRESIDENT.
SAMUEL D. HASTINGS,	TREASURER.
DENISON WORTHINGTON,	SECRETARY.
H. H. GILES,	GENERAL AGENT.
B. E. HUTCHINSON,	ADJUSTER.

GIVES SPECIAL ATTENTION TO

FARM AND HOMESTEAD PROPERTY.

The Largest, Oldest, and Most Successful Company in the Northwest.

Losses Paid, Chiefly on Farm Property, Nearly $750,000.

New and Valuable Text-Books

FROM THE PRESS OF

Scribner, Armstrong & Comp'y,

NEW YORK.

GUYOT'S PHYSICAL GEOGRAPHY.

The publishers of Guyot's unrivalled Series of Geographies are gratified to announce that the *master-piece* of the great author is now ready. Educators desiring a new Text-Book in this branch are cordially invited to examine this work.

Felter's New Practical Arithmetic.

Prepared expressly for the Felter Series,

By Prof. S. H. PEABODY, of Mass. Agricultural College.

This book combines Mental and Written Arithmetic, is concise and clear in its definitions and rules and contains an unusually large number of such practical problems as farmers, mechanics, and other business men have to solve.

SHELDON'S READERS.

Prepared by Prof. E. A. SHELDON, of Oswego Normal School, N.Y.

Superbly illustrated. Adapted to both the Phonic and the Word method of teaching reading. Simple facts in natural science incidentally taught in natural, child language.

WILLIAMS AND SOUTHERLAND'S PATENT COPY-BOOKS.

The patented form of these books is such that they take a small amount of desk room, and the part not in use is turned from the pupil so that it cannot be easily soiled.
Nos. 1 and 2 present a complete course of writing, including all the letters and capitals.

Guyot's Geographies, Felter's Arithmetics, Cooley's Philosophy, Cooley's Chemistry, Tenney's Natural Histories, Hadley's Lessons in Language, Etc., Etc.

☞ Descriptive Catalogues and Special Circulars may always be had on application Address

THOMAS CHARLES,

Care Hadley Bros., Booksellers, 136 State St., CHICAGO

D. Appleton & Co.'s Publications.

CORNELL'S GEOGRAPHIES.

Revised Editions—The Best, the Cheapest, the Most Popular.

ew Primary Geography	$0 90	**New Physical Geography**	$1 60
ew Intermediate Geography	1 50	**Outline Maps**	15 00

urpass all others—1st, in Philosophical arrangement; 2d, in Gradual Progression; 3d, in Mode of mmorizing; 4th, in Full Explanation; 5th, in Agreement of Maps with Text; 6th, in Maps, Illustrans, Text and Execution; *in fine*, every feature of a good Geography.

MATHEMATICAL SERIES.

Appleton's Arithmetics.

rimary Arithmetic	$0 30	**Practical Arithmetic**	$1 00
ental Arithmetic	45	**Key to Practical** (for teacher's use)	20
lementary Arithmetic	50		

These books are new, and as perfect in all respects as care, thought and labor can possibly make em, thoroughly graded, definitions simple, arrangement natural, methods shortest, best, and such are used by business men.

ENGLISH GRAMMAR AND COMPOSITION.

BY G. P. QUACKENBOS, LL. D.

uackenbos's Primary Grammar	$ 50
" **English Grammar**	90
" **First Lessons in Composition**	90
" **Course of Composition and Rhetoric**	1 50

Brief and clear in definition, lucid in arrangement, happy in illustration, practical in exercises, full explanations, and complete in every respect.

HISTORY.

uackenbos's Elementary History of the United States	$ 75
" **School History of the United States**	1 75

These Histories commend themselves to the people of the whole country, are eminently fair on all estions of religion and politics, eschew all prejudices and carefully avoid attempts to bias the young.

S IENTIFIC WORKS.

ockyer's Astronomy	$1 75
uackenbos's Natural Philosophy (just revised)	1 75
ouman's Chemistry (50th edition)	1 75
uxley & Youman's Physiology	1 75
ouman's First Book of Botany	1 00
ouman's Second Book of Botany	1 50
illespie's Land Surveying	3 00
lenslow's Botanical Charts	18 00

LATIN SERIES.

arkness's Introductory Latin Book	$1 25
" **Elementary Latin Grammar**	1 25
" **New Latin Grammar**	1 50
" **Introductory to Latin Composition**	1 50

ARKNESS' CÆSAR	$1 50	LINCOLN'S LIVY	$1 75
OHNSON'S CICERO	1 50	" HORACE	1 75
" NEPOS	1 50	TYLER'S TACITUS	1 75
RIEZE'S VIRGIL	2 00	ARNOLD'S LATIN PROSE COMPOSITION	1 50
ALLUST	1 75	LATIN TESTAMENT	1 25

GREEK.

ADLEY'S GREEK GRAMMAR	$2 00
'HITON'S FIRST LESSONS IN GREEK	1 50
ARKNESS' 1ST GREEK BOOK	1 50
RNOLD'S GREEK PROSE COMPOSITION	1 50
OISE'S " " "	1 50
OISE'S XENOPHON'S ANABASIS (three books)	1 50
OMER'S ILIAD, OWEN'S	2 00
" ODYSSEY, do.	2 00
HUCYDIDES, WITH MAP, do.	2 50
ENOPHON'S CYROPÆDIA, do.	2 00
" MEMORABLIA, do.	2 00
LATO'S APOLOGY, &c	1 50
REEK TESTAMENT	2 00

KRUSI'S DRAWING, { **Synthetic Series, 4 Books, 20c each.** / **Analytic " 6 " 25c "**

KRUSI'S MANUALS FOR TEACHERS, 75c.

A. S. KISSELL, Agent,

117 & 119, State St., Chicago.

VALUABLE SCHOOL BOOKS

Published by HURD & HOUGHTON, New York.

The Riverside Press, Cambridge.

I. FIRST STEPS IN GENERAL HISTORY. A Suggestive Outline. By ARTHUR GILMAN, M. A., author of "First Steps in English Literature." With maps and charts. 16 mo. Cloth, $1.25. *Just ready.*

The points of this book which render it specially desirable for school use are: 1. *Its orderly arrangement of topics.* Each country is taken up by itself and its history sketched before attention is turned from it, thus fixing the mind upon but one subject at a time. 2. *Its compactness.* It aims to present the historic events and names about which history gathers and to concentrate the interest upon these, so that the young student may not be confused by a multitude of names and dates. 3. *Its attention to the United States.* The book being prepared by an American for use in American schools, not only is the history of the United States given more fully than in any similar book, but the needs of American children are constantly kept in mind. 4. *Its recentness.* The book is brought down in each case to the latest date, making it specially valuable to those who wish a correct outline of recent history. 5. *Its illustrative apparatus.* Maps purposely free from details exhibit the geographic relations of the countries; views of contemporary events are given in tables; foot-notes call attention to works of literature that bear upon special events, and a full biography enables teacher and student to expand their study of any particular period. A minute index renders the book very serviceable as one of reference.

II. FIRST STEPS IN ENGLISH LITERATURE. By ARTHUR GILMAN, M. A. In one volume. 16mo. Eighth edition, revised. Cloth, $1.00.

It has already been introduced into a great many private and public schools, among which may be mentioned,—Mrs. Ogden Hoffman's School, New York City; Elie Charlier's Institute for Young Ladies, New York City; Elisee Charlier's Institute for Young Gentlemen, New York City; Miss A. Van Wagenen's Institute for Young Ladies, New York City; St. Mark's School, Rev. J. I. T. Coolidge, Southborough, Mass.; Miss Sanger's School, Charles Street, Boston, Mass.; Utica Female Seminary, Mrs. E. F. Hammill, Utica, N. Y.; High School, Utica, N. Y.; Wilbraham Academy, Mass.; Bradford Academy, Miss Johnson, Bradford, Mass.; Houghton Seminary, Dr. J. C. Gallup, Clinton, N. Y.; St. Agnes School, Albany, N. Y.; Lake Erie Seminary, Painesville, Ohio; University of Alabama, Tuscaloosa, Alabama; Alabama Central Female College, Tuscaloosa, Alabama.

III. ELEMENTS OF PHYSICAL MANIPULATION. By EDWARD C. PICKERING, Thayer Professor of Physics in the Massachusetts Institute of Technology. In one volume, octavo. Illustrated. Price in cloth, $3.00.

"The strongest feature of the book is in its teaching power. It is truly calculated to educate in the correct way, and the use of it will give mental strength to the student. It must undoubtedly be pronounced an excellent book for reference, and *much better for educational purposes than any textbook for physics yet in print.*—*New York Tribune.*

IV. A HISTORICAL VIEW OF THE AMERICAN REVOLUTION. By GEORGE WASHINGTON GREENE, author of "The Life of Nathaniel Greene, Major-General in the Army of the Revolution." Non-resident Professor of American History in Cornell University. In one volume, crown 8vo. Cloth, $1.50.

"In the space of 450 octo-duodecimo pages, the author gives a complete view of the principles, laws, and development of the contest, with enough details to illustrate their concrete action, so that the reader who desires to pursue any of the lines of investigation indicated can do it under the direction of definite ideas. The volume thus fills a place in our literature which is occupied by no other work. It is at once a generalized history of the Revolution, and a stimulating guide to the study of its details.—*Boston Transcript.*

V. PARADISE LOST; with explanatory notes prepared under the advice and with the assistance of Prof. W. H. TORREY, of Harvard University. In one volume, 16mo. Cloth, $1.25; full gilt, $1.75.

"The classical allusions, references to mythology and history, as well as various expressions and words, need exposition, which is found here in foot-notes, prepared with a full view of the wants of the reader. The edition is otherwise in all respects desirable. The two indexes add great value to the work."—*The Presbyterian.*

"In these two most important particulars (a correct text and a judicious punctuation), as well as in the full but brief and very intelligible notes, I find the care and learning of the editor manifest, without ostentation, on almost every page."—*James Jennison, Tutor in Elocution at Harvard College.*

"The perfection of book-making, and every way a most desirable edition."—*Hartford Press.*

VI. COLBURN'S ARITHMETIC. Intellectual Arithmetic upon the Inductive Method of Instruction. By WARREN COLBURN, A. M. In one volume, 16mo. Half bound, 40 cents.

"Everything I have seen confirms me in the opinion which I early formed, that 'Colburn's Arithmetic' is the *most original* and far the *most valuable* work upon the subject that has yet appeared.—*George B. Emerson.*

The Publishers call attention to the new department, "Education," just introduced in

THE ATLANTIC MONTHLY.

The May number contains the first appearance of this department, and it is intended to make the magazine, already a favorite with teachers, of special value to them, by its independent discussion of educational questions, and its review of school books.

The terms of subscription to the Atlantic are $4.00 a year, in advance: two copies, $7.50; five copies, $16.00, and $3.00 for each additional copy. The Atlantic Monthly and Every Saturday to one address, $8.00.

State Teachers' Association.

THE Twenty-Second Annual Meeting of the Wisconsin Teachers' Association, will be held in Madison, commencing July 14th, and continuing three days.

A full programme of work will be presented, in which papers will be read by the prominent teachers and educational men of the State. Arrangements are being made to secure reduced fare on railroads and steamboats and at hotels. The programme will be issued in a few days. B. M. REYNOLDS, *President.*

LA CROSSE, May 25th.

The subjects of the Addresses, Papers and Discussions will be as follows:

President's Address.
Evening lecture.....Hon. EDWARD SEARING, *Supt. Pub. Instruction.*
" County Superintendency,".....WARREN D. PARKER.
" Our Reading,".....Rev. J. B. PRADT.
" The results of school discipline in the direction of obedience to law,"
.....Prest. E. A. CHARLTON.
" Self-discipline as a Means and End of Education,".....Rev. A. L. CHAPIN, D. D.
" Free Hand Drawing,".....B. W. PUTNAM.
" Culture in Common Schools,".....MARTHA A. TERRY.
" The Study of the Classics,".....ALLEN H. WELD.
" County Academies"—Discussion—By.....
.....J. Q. EMERY, A. F. NORTH, A. O. WRIGHT, W. H. CHANDLER, and others.
" The Geology of Wisconsin,".....T. C. CHAMBERLIN.
Paper, (subject not announced),.....MARTHA A. HAZARD.
" Primary Instruction, its Principles and Purposes,".....ROSE C. SWART.
Paper, (subject not announced),.....SAMUEL SHAW.
Paper, (subject not announced),.....Mrs. L. A. BINGHAM.
Paper—" Growth,".....EMMA JENKINS.
" How can the Normal Schools and the University best co-operate in preparing first-class teachers for the High Schools of the State,"..J. B. PARKINSON.
" The True Function of the High School,".....S. R. WINCHELL.
" Academic Culture in the State System,".....ALBERT SALISBURY.
" Schools in the Rural Districts,".....Prest. OLIVER AVERY.
" Life and Character of Prof. Arthur Everett,".....Prest. GEO. S. ALBEE.

THE STATE NORMAL SCHOOLS.

Fall Terms Open Early in September.

Candidates for admission shall be nominated by the County Superintendent of the County (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and moral character, and after subscribing to following declaration:

I, ——— ———, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this State.

Information as to board and other matters may be obtained by addressing the Presidents of the respective schools, as follows:

President E. A. CHARLTON, at Platteville. President OLIVER AREY, at Whitewater.
President GEORGE S. ALBEE, at Oshkosh.

ARITHMETICS, ALGEBRAS, and GEOMETRIES,

FOR

Common and High Schools,

BY

CHAS. DAVIES, LL. D.

School books may be said to improve with age. All inaccuracies and misstatements have a chance to be thus eliminated. Inasmuch as First Editions are rarely perfect, so each New Edition is the evidence of improvement. A weak book cannot exist, but a strong one lives forever!

The following books, after having been published nearly half a century, with unvarying success in each of their revisals, are still

THE FRESHEST AND BEST.

ARITHMETICS—SLATED.

Primary Arithmetic, 25—32 cts.

Intellectual Arithmetic, 40—48 cts.

Elem'ts of Written Arith'c, 50—60 cts.

New Practical Arith'tic, 90c—$1.00.

ALGEBRAS.

New Elementary Algebra, $1.25—1.35.

New Bourdon's Algebra, $2.25—2.38.

GEOMETRIES.

Elementary Geometry and Trigonometry, $1.40—1.50.

Legendre's Geometry, $2.25—2.38.

For a list of his College Text-Books see our Catalogues.

SLATED BOOKS.

A Great Improvement!

A White or Black Silicate Slate

FOR

LEAD OR SLATE PENCILS

IN THE

BACK OF SCHOOL BOOKS.

PUBLISHED ONLY BY

A. S. BARNES & CO.

These three advantages are offered besides countless others:

1. To Teachers.—For memoranda, class figuring, daily record, etc.

2. To Students.—For spelling, ciphering, map drawing, special notes, etc.

3. To General Readers.—For all the purposes to which the fly-leaves and margins of books are usually applied, such as temporary comments, references, etc.

Any book on our Catalogue, or mentioned in the BULLETIN, will be sent as *sample, with Slate Attachment*, on receipt of the usual retail price.

∴ Usual price of books increased from 5 to 15 cents, according to size of slate.

To those not specifying which kind they want, *lead pencil slates*, having a white surface, will be sent. No difference in price.

N. B.—Water may be used lightly, as a waterproof material protects the book.

RULE FOR ERASING.—Erase lead pencil marks with a damp cloth or paper, only slightly moistend—nearly dry—to absorb the lead. Must not use water or sponge freely.

☞ *Double-folding Slates extra.*

∴ The above books are for sale by all booksellers, or may be had, on receipt of price, from

A. S. BARNES & CO.
Publishers,
New York and Chicago.

New and Popular

SCHOOL BOOKS.

The New Graded Readers,

ully and Handsomely Illustrated. Surpassing all others in Excellence of Manufacture, Gradation, and in Cheapness. The most Beautiful Series of School Books ever issued.

IRST READER, 64 pages,	Price 25	Cents.
ECOND READER, 124 pages,	" 40	"
HIRD READER, 160 pages	" 50	"
OURTH READER, 240 pages	" 70	"
IFTH READER, 336 pages	" $1.20.	

☞ *A set of the complete series—**FIVE** books—will be mailed on receipt of $1.50, if desired for xamination, with a view to introduction.*

Though not published a year, this series has already been very largely introduced. The cities of **ew York, Bangor,** Me., **Fall River,** Mass., **Woburn,** Mass., **Stockbridge,** Mass., **ashville,** Tenn., **Mobile,** Ala., **Charleston,** S. C., **Rochester,** N. Y., **Lafayette,** Ind., **ttumwa,** Iowa, **Bay City,** Mich.—to say nothing of numerous smaller towns, counties, normal hools, etc.—have adopted them and have them now in successful use.

Special circulars giving full descriptive notices of each book of the series, together with many testionials from eminent educators who have tested their merits in the class room, will be sent on appli-.ion.

The Spencerian Copy-Books and Charts. New Revised Edition.

ie Copy-Books are comprised in *five distinct* series, viz.:

. **The Shorter Course;** an entirely new series, and consists of *three* small books, Nos. 1, 2 and 3. Price 10 cents each.

I. **The Common School Series.** Nos. 1, 2, 3, 4, 4½ and 5. Price 15 cents each. This series has undergone a thorough revision in every particular.

II. **Exercise Series.** A, B, and C is an entirely new set of books. Price 15 cents each.

IV. **Business Series.** Nos. 6 and 7. Price 15 cents each.

V. **Ladies' Series.** Nos. 8 and 9. Price 15 cents each. The copies in this series are presented in a smaller hand.

SPENCERIAN CHARTS OF WRITING. 47 Charts; sold separately or bound together. Size, 19 by 24 inches. In press.

A New French Grammar. A Practical Course with the French Language,

n *Woodbury's Plan with the German.* By Profs. LOUIS A. LANGUELLIER, LL. D., and H. M. MONANTO, M. A. Beautifully printed and handsomely bound in cloth, with leather back, 550 pages. rice $2.00. By mail, for examination with a view to introduction, on receipt of $1.50.

A Manual of French Poetry, with Historical Introduction and Biograph-

al Notices of the Principal Authors. For the use of the School and the Home. Cloth, 550 pages. y A. H. MIXER, A. M., Professor of Modern Languages in the University of Rochester. Price $3.

A New Treatise on the French Verbs: including an Easy and

ractical Method for Acquiring the Irregular Verbs, and the Rules for the Present and Past Particiles. Cloth, 125 pages. By ALFRED HENNEQUIN, M. A., Instructor in French in the University of ichigan. Price 90 cents.

Dana's Manual of Geology, Treating of the Principles of the Science, with

pecial reference to American Geological History, for the use of Colleges, Academies, and Schools of cience. **A New Revised Edition.** By JAMES D. DANA, LL. D., Silliman Professor of Geology nd Nat. Hist., Yale College. Illustrated by a Chart of the World, and over one thousand figures, ostly from American sources. Thoroughly revised, much enlarged, and almost wholly rewritten. vol. 8vo. about 850 pages. Price $5 00.

☞ **OUR DESCRIPTIVE CATALOGUE** OF THE AMERICAN EDUCATIONAL SERIES OF CHOOL AND COLLEGE TEXT-BOOKS, and THE EDUCATIONAL REPORTER for May, a handsome publiation full of useful information, mailed free to any address.

Address, **IVISON, BLAKEMAN, TAYLOR & CO.,**

Or EDWARD COOK,

133 & 135 State Street, CHICAGO.

Ready June 1st:

MEDIÆVAL AND MODERN HISTORY, By M. E. THALHEIMER, formerly teacher of History and Composition in Packer Collegiate Institute; author of *Manual of Ancient History.* 480 pp. full 8 vo. 12 beautiful and accurate double-page Maps. Voluminous Index. Price $2.50. Supplies for first introduction $1.67 per copy; specimen copies to teachers or school officers for examination with a view to introduction, $1.67 by express, or $2.00 by mail post-paid.

Thalheimer's Ancient History is the same as the **Mediæval and Modern History.** The two volumes are uniform in size and binding, and together form a complete History of the World from the earliest times to the present. *The Nation* characterizes *Thalheimer's Ancient History* as "the most serviceable work of its kind within the reach of our schools."

THE AMATEUR ACTOR; A Collection of Choice Acting Plays for Young People. Edited by W. H. VENABLE, author of *The School Stage.* Full and lucid descriptions and explanations of Stage Management, Costumes, Scenery, &c., &c. Numerous elegant Illustrations by HARRY FARNY.

Price of *The Amateur Actor,* $1.50; *School Stage,* $1.25.

A PROGRESSIVE AND PRACTICAL METHOD FOR THE STUDY OF THE FRENCH LANGUAGE. By F. DUFFET, *Paris, France;* Author of Popular Method of Learning English.

DUFFET'S FRENCH METHOD, Part I: 192 pp. 12mo. Limp Cloth. $.
DUFFET'S FRENCH METHOD, Part II: 192 pp. 12mo. Limp Cloth. $.
For first introduction into schools; and for single specimen copies to teachers and school officers for examination with a view to first introduction, 67c. each.

TWELVE LECTURES ON THE HISTORY OF PEDAGOGY, *Delivered before the Cincinnati Teachers' Association.* By W. N. HAILMAN, A. M., Author of "*Kindergarten Culture.*" 12mo., 130 pp. Cloth. 75c.

MANUAL OF THE CONSTITUTION OF THE UNITED STATES, Designed for the Instruction of American Youth in the Duties, Obligations, and Rights of Citizenship. By ISRAEL WARD ANDREWS, D. D., Pres't Marietta College.

LIBRARY EDITION:—8 vo. full sheep, $2.00.
SCHOOL EDITION:—12 mo. cloth. $1.60. *Supplies for first introduction, and specimen copies to teachers and school officers for examination with a view to first introduction,* $1.07.

Teachers and School Officers are invited to send for our Complete Descriptive Price-List of *The Eclectic Educational Series*—(McGuffey's Readers, Ray's Mathematics, White's Arithmetics, Harvey's Grammars, &c., &c.) *Specimen pages* of the Eclectic Geographies, Venable's History, Leigh's Phonetic Readers, and Eclectic Copy-Books, sent *gratis* to any address. Very liberal terms on any of the *Eclectic Series* for first introduction.

WILSON, HINKLE & CO., Publishers,
137 Walnut Street, CINCINNATI. 28 Bond Street, NEW YORK.

New and Valuable Text-Books

FROM THE PRESS OF

Scribner, Armstrong & Comp'y,

NEW YORK.

GUYOT'S PHYSICAL GEOGRAPHY.

The publishers of Guyot's unrivalled Series of Geographies are gratified to announce that this *master-piece* of the great author is now ready. Educators desiring a new Text-Book in this branch are cordially invited to examine this work.

Felter's New Practical Arithmetic.

Prepared expressly for the Felter Series,

By Prof. S. H. PEABODY, of Mass. Agricultural College.

This book combines Mental and Written Arithmetic, is concise and clear in its definitions and rules, and contains an unusually large number of such practical problems as farmers, mechanics, and other business men have to solve.

SHELDON'S READERS.

Prepared by Prof. E. A. SHELDON, of Oswego Normal School, N.Y.

Superbly illustrated. Adapted to both the Phonic and the Word method of teaching reading. Simple facts in natural science incidentally taught in natural, child language.

WILLIAMS AND SOUTHERLAND'S PATENT COPY-BOOKS.

The patented form of these books is such that they take a small amount of desk room, and the page not in use is turned from the pupil so that it cannot be easily soiled.
Nos. 1 and 2 present a complete course of writing, including all the letters and capitals.

Guyot's Geographies, Felter's Arithmetics, Cooley's Philosophy, Cooley's Chemistry, Tenney's Natural Histories, Hadley's Lessons in Language, Etc., Etc.

☞ Descriptive Catalogues and Special Circulars may always be had on application Address

THOMAS CHARLES,

Care Hadley Bros., Booksellers, 136 State St., CHICAGO.

Progressive Text Books.

HARPER'S LANGUAGE SERIES,

—BY—

Prof. WILLIAM SWINTON.

I. Language Lessons,	- -	price 50 Cents.
II. School Composition,	- - -	" 50 Cents.
III. Progressive Grammar,	- -	" 75 Cents.

This series is formed on a distinct and individual plan. The several books are arranged in such a way as to exactly fit into the specific work of each grade in the public schools. *The pupil is brought in contact with the living language itself; he is made to deal with speech—to turn it over in a variety of ways—to handle sentences; and he is not kept back from the exercises of* USING *language till he has mastered all the dry anatomy of the grammarian.*

OPINIONS OF EDUCATORS.

From Superintendent W. D. Parker, Janesville, Wis.

I have examined "Swinton's Language Lessons" and take pleasure in commending it to the consideration of friends of the children who, by its use, will be able to bridge over the chasm found between living language and the science thereof."

I believe "Swinton's School Composition" well adapted to dispel the bug-bear of "composition writing."

Both books are handsomely executed mechanically and in every respect, they commend themselves to the judgment of the friends of education.

From Supt. A. H. Conkey, Appleton, Wis.

The "Language Lessons" is just the thing needed in our country schools—simple philosophical and intensely attractive. With this little book in the hands of the beginner, the science of English Grammar is disarmed of its terrors.

From W. J. Brier, Prin. High School, Sun Prairie, Wis.

While it is an undisputed fact that one hundred text-books on Grammar are published where one is needed, it seems to me *that one* is "Swinton's Progressive." The style of presenting the subject and the casting out of a large amount of surplus matter cannot fail to cause the book to occupy the first rank.

From L. Dow Harvey, Supt. Mazomanie.

I have been using Swinton's Grammar the past nine months, and consider it the most important addition yet made to the large number of grammars now in use. I like it because the course pursued, that of teaching *how* to use language *by* using it is the natural one.

From H. C. Howland, Supt. Eau Claire, Wis.

I am happy to inform you, that at a joint meeting of School Boards of Eau Claire "Swinton's Language Lessons" was adopted for use in the Eau Claire Schools. The book has been in the hands of some of my teachers the past term with the happiest result.

From Prof. J. A. Miner, Beaver Dam, Wis.

I feel very confident that the system of instruction involved in Prof. Swinton's text-books, will produce vastly better results than the old way of teaching English Grammar. * * We will use the Progressive Grammar in our High School.

From Hosea Barnes, Supt., Manitowoc, Wis.

Taken altogether Swinton's Grammar is the best book on the subject I have ever seen.

From Prof. Albert Salisbury, Whitewater, Wis.

Concerning the "Language Lessons," I am ready to say that, so far as I can determine without the test of class use, it is the most successful attempt yet made to infuse common sense into the teaching of English Grammar. It is what we have been waiting for, I think.

From Prof. S. R. Winchell, Principal of High School, Milwaukee, Wis.

Swinton's Compositon is a compact bundle of practical, interesting and sensible exercises, not one of which it is desirable to omit. * * * Send — copies for introduction.

From Prof. W. H. Payne, Superintendent Schools, Adrian Mich.

The several text-books of SWINTON'S LANGUAGE SERIES seem to me to be of unusual excellence. They have been prepared with rare tact and judgment, and are adapted to the practical needs of the school-room.

From Prof. H. B. Hutchins, University of Michigan, Ann Arbor.

I used Swinton's Grammar last year with members of our Freshman Class, whose preparation in English was found to be defective, and the results were all that could be desired. It is truly an excellent book, such as many scholars have long been desiring to see.

Swinton's Grammar has just been Adopted at the Whitewater Normal School. (Feb. 1874.

Illinois Normal University has just adopted the Language Lessons and the Composition. (April, 1874.)

Hundreds of other prominent Educators in every State of the Union commend Prof. SWINTON'S efforts to free the subject of English Grammar from its technical thraldom. That his efforts have been entirely successful in making a series of practical text-books is unanimously conceded.

All interested in forwarding the great "Grammar Reform" are invited to examine the books of this eminent author.

☞ Liberal terms to teachers for examination or introduction.

Address,

W. J. BUTTON,

Agent for HARPER & BROTHERS,

117 and 119 State Street, Chicago, Ill.

MADISON MUTUAL INSURANCE COMPANY,

MADISON, WISCONSIN.

CAPITAL, - - $1,036,789.80.

DAVID ATWOOD,	PRESIDENT.
HIRAM H. GILES,	VICE PRESIDENT.
SAMUEL D. HASTINGS,	TREASURER.
DENISON WORTHINGTON,	SECRETARY.
H. H. GILES,	GENERAL AGENT.
B. E. HUTCHINSON,	ADJUSTER.

GIVES SPECIAL ATTENTION TO

FARM AND HOMESTEAD PROPERTY.

The Largest, Oldest, and Most Successful Company in the Northwest.

Losses Paid, Chiefly on Farm Property, Nearly $750,000.

D. Appleton & Co.'s Publications.

CORNELL'S GEOGRAPHIES.

Revised Editions—The Best, the Cheapest, the Most Popular.

New Primary Geography	$0 90	**New Physical Geography**	$1 [illegible]
New Intermediate Geography	1 50	**Outline Maps**	15 [illegible]

Surpass all others—1st, in Philosophical arrangement; 2d, in Gradual Progression; 3d, in Mode Memorizing; 4th, in Full Explanation; 5th, in Agreement of Maps with Text; 6th, in Maps, Illustra tions, Text and Execution; *in fine*, every feature of a good Geography.

MATHEMATICAL SERIES.

Appleton's Arithmetics.

Primary Arithmetic	$0 30	**Practical Arithmetic**	$1 [illegible]
Mental Arithmetic	45	**Key to Practical** (for teacher's use)	[illegible]
Elementary Arithmetic	50		

These books are new, and as perfect in all respects as care, thought and labor can possibly make them, thoroughly graded, definitions simple, arrangement natural, methods shortest, best, and such as are used by business men.

ENGLISH GRAMMAR AND COMPOSITION.

BY G. P. QUACKENBOS, LL. D.

Quackenbos's Primary Grammar	$ [illegible]
" **English Grammar**	[illegible]
" **First Lessons in Composition**	[illegible]
" **Course of Composition and Rhetoric**	1 [illegible]

Brief and clear in definition, lucid in arrangement, happy in illustration, practical in exercises, full in explanations, and complete in every respect.

HISTORY.

Quackenbos's Elementary History of the United States	$ [illegible]
" **School History of the United States**	1 [illegible]

These Histories commend themselves to the people of the whole country, are eminently fair on all questions of religion and politics, eschew all prejudices and carefully avoid attempts to bias the young.

SCIENTIFIC WORKS.

Lockyer's Astronomy	$1 [illegible]
Quackenbos's Natural Philosophy (just revised)	1 [illegible]
Youman's Chemistry (50th edition)	1 [illegible]
Huxley & Youman's Physiology	1 [illegible]
Youman's First Book of Botany	1 [illegible]
Youman's Second Book of Botany	1 [illegible]
Gillespie's Land Surveying	3 [illegible]
Henslow's Botanical Charts	18 [illegible]

LATIN SERIES.

Harkness's Introductory Latin Book	$1 25		
" **Elementary Latin Grammar**	1 25		
" **New Latin Grammar**	1 50		
" **Introductory to Latin Composition**	1 50		
HARKNESS' CÆSAR	$1 50	LINCOLN'S LIVY	$1 [illegible]
JOHNSON'S CICERO	1 50	" HORACE	[illegible]
" NEPOS	1 50	TYLER'S TACITUS	1 [illegible]
FRIEZE'S VIRGIL	2 00	ARNOLD'S LATIN PROSE COMPOSITION	1 [illegible]
SALLUST	1 75	LATIN TESTAMENT	1 [illegible]

GREEK.

HADLEY'S GREEK GRAMMAR		$2 [illegible]
WHITON'S FIRST LESSONS IN GREEK		1 [illegible]
HARKNESS' 1ST GREEK BOOK		1 [illegible]
ARNOLD'S GREEK PROSE COMPOSITION		1 [illegible]
BOISE'S " "		1 [illegible]
BOISE'S XENOPHON'S ANABASIS (three books)		1 [illegible]
HOMER'S ILIAD,	OWEN'S	2 [illegible]
" ODYSSEY,	do.	2 [illegible]
THUCYDIDES, WITH MAP,	do.	2 [illegible]
XENOPHON'S CYROPÆDIA,	do.	2 [illegible]
" MEMORABLIA,	do.	2 [illegible]
PLATO'S APOLOGY, &c.		1 [illegible]
GREEK TESTAMENT		2 [illegible]

KRUSI'S DRAWING, { **Synthetic Series, 4 Books, 20c each.** **Analytic " 6 " 25c "**

KRUSI'S MANUALS FOR TEACHERS, 75c.

A. S. KISSELL, Agent,
117 & 119, State St., Chicago.

HADLEY'S LANGUAGE SERIES.

I. LESSONS IN LANGUAGE. An Introduction to the Study of English Grammar. By HIRAM HADLEY.

A beautiful book of 144 pages, finely illustrated with twenty-eight nice woodcuts as texts for composition writing. It treats of sentence-making, the uses of capitals, the simpler parts of punctuation, writing about objects, and pictures graded to the wants of pupils of different ages. It gives exercises in paraphrasing of both poetry and prose, letter-writing, drawing commercial paper, writing advertisements and composition writing. It is NOT an English Grammar, but IS *emphatically* an INTRODUCTION TO THE STUDY OF ENGLISH GRAMMAR. By its proper use, children from nine to twelve years of age can be trained to *use* language, to *love* writing, and be *fitted* to study grammar. It is believed to be the best book of its clas

PRICE, 60 CENTS. *Forwarded, post-paid, on receipt of price.*

TESTIMONIALS *without number can be furnished if desired.*

II. ENGLISH GRAMMAR. An Advanced Course of Lessons in Language. By MARY V. LEE, formerly teacher in Minnesota State Normal School, and HIRAM HADLEY, author of Lessons in Language.

This book is designed to follow Lessons in Language, but it may be used independently. It is not intended to be an *exhaustive treatise* on the *science* of the English language, but is supposed to be sufficiently full for the wants of Grammar Schools. It is constructed on the fundamental principles: "As grammar was made after language, so it ought to be taught after language." "Grammar is not the stepping-stone, but the finishing instrument." "The *science* of language is best acquired through a patient, practical *use* of language." "Facts relating to language, or principles, are best learned by helping the pupil to make his own investigation and state his own conclusions."

The book combines analysis, synthesis, correction of false syntax, and other topics usually found under the heads of Etymology and Syntax, a moderately full chapter on punctuation, and a chapter on Figurative Language. Throughout the whole, is to be found a great variety of written exercises, used to practically illustrate subjects taught.

Both in matter and method of presentation, the book is new, fresh and original.

Those who are seeking for rational methods of teaching language, will find it worth their attention.

ONE VOLUME, 12 MO. BOUND IN CLOTH, $1. *Single copies, for examination, forwarded on receipt of* 60 *cents.*

☞ As we do not employ Agents to present the claims of our books in person, we cordially invite correspondence.

HADLEY BROTHERS, PUBLISHERS,
CHICAGO, ILLINOIS.

ESTELL'S PROGRAMME CLOCK,

FOR SCHOOLS.

This Clock is a superior EIGHT-DAY time-piece, put up in a handsome rosewood or walnut finished case. IT IS EASILY SET TO STRIKE ANY DESIRED PROGRAMME OF EXERCISES IN WHICH THE INTERVALS CONSIST OF FIVE MINUTES OR MULTIPLES OF FIVE, thus: it can be set to strike at 9-00, 9-05, 9-15; 9-30, 9-50, etc., or at any other five minutes during the day. It gives a single, clear stroke, like a "call bell." When once arranged it needs no changing, except as the order of exercises is changed, and then the change is easily and quickly made.

The machinery is very simple and cannot get out of order. The movement of these clocks is superior in finish—the metal being extra heavy and the plates screwed together instead of being pinned as in the ordinary way.

PRICES.—No. 0. Excelsior Programme Regulator. Length, 30 inches; dial, 12 inches in diameter; $25.00.

No. 1 Estell's Programme Regulator. Height, 20 inches; dial, 10 inches in diameter; walnut case, oil finish $18.00

No. 2. Polished Rosewood Favorite. Square top; plain, neat finish; height, 13 inches; dial, 6 inches; in every respect a desirable and reliable clock for medium sized rooms. $14.00.

One of these clocks will last as long as a half a dozen of the cheap, common clocks usually purchased for schools, and, what is better, it will keep much better time. You cannot afford to do without it.

Excelsior Programme Regulator.

New design; very beautiful; highly polished finish; an ornament to any school room. This clock has some advantages over our other clocks.

I. It is a hanging clock, and thus it can be easily suspended.

II. The arrangement for setting to any Programme is in front instead of in the rear.

III. The dial is very large and can be seen from any part of a large room.

IV. The finish and general appearance of the clock is so fine that it is an ornament to any school room.

V. The extra length of pendulum makes it a very accurate time keeper.

☞ WARRANTED IN EVERY RESPECT.

PATENTED ELECTRICAL PROGRAMME ANNUNCIATOR.

For Colleges, High Schools, Graded Schools, &c.

By a simple and ingenious union of our celebrated Programme Clock and a Galvanic Battery, we are able by the *use of one clock to regulate the exercises of any number of rooms on absolutely simultaneous signals.* This is accomplished by placing in each room a small bell operated by an electrical helix. The galvanic circuit is closed at the desired minute by the striking of the clock, which is easily set to *any* programme. The Battery used is a simple and certain one, requiring very little attention, and costing the merest trifle to run it.

In Graded Schools, all rooms of which are not run on the same divisions of time, a slight additional expense enables us to strike two programmes, one for the more advanced rooms, and one for the lower rooms. The advantages of this apparatus will be obvious to every practical educator.

I. The action is automatic, certain and economical.

II. It obviates the necessity of trying to make a number of inferior clocks "run together."

III. It enables a Superintendent, Principal or Teacher to secure promptness.

IV. It dispenses with the services of a bell ringer.

This apparatus has been thoroughly tested, and we *warrant perfect satisfaction.* We prefer, when we can do so, to fit up the building under our personal supervision, but when the distance is great it is not essential.

Estimates furnished on application.

Address all orders to **HADLEY BROTHERS & KANE, 136 State St., Chicago.**

NEW TEXT BOOKS

FOR THE AUTUMN OF 1874.

PROF. OLNEY'S

INTRODUCTION TO ALGEBRA.

One Vol. 12mo. Price $1.60.

Ready August 25th.

This book is designed *for beginners in Algebra.* Its object is to make clear to the learner at the very outset the *object of Algebra.*

It will make this study, which has heretofore been distasteful to most scholars, attractive at once; by showing them clearly the uses and beauty of this most important branch of knowledge.

This book with "*Prof. Olney's Complete Algebra,*" Price $1.50, and "*Univ. Algebra,*" $2, form the most complete Series *ever published;* and also meet the *wants of Schools and Colleges of whatever Grade.*

PATTERSON'S

NEW SERIES OF

WRITING SPELLERS AND EXERCISE BOOKS,

A COMPLETE COURSE.

"We Spell as we Write."

PATTERSON'S

COMMON SCHOOL SPELLER.

Ready August 15th.—Price about 30 cents.

This book, beginning with the *Simplest Lessons in Bold Type* for printing on the slate, and *Dictation Exercises* in script for writing, will also embrace *Lists of Familiar Objects* on the vowel sounds, *Words alike in Pronunciation* but different in spelling, and *Words Similar in Pronunciation,* with definitions, etc., etc.

RECENTLY PUBLISHED.

PATTERSON'S

SPELLER and ANALYZER.

For Advanced Classes.—Price 40 cents.

THE EXERCISE BOOKS

adapted to the above, are something **Entirely New and Original,** and must be seen and examined to be appreciated.

The **Exercise Books** contain full directions for use, and also for class drill.

Price of the Exercise Book, large size, bound with stiff covers, ... 50c.

Price of the Exercise Book, small size, . . 25c.

Sample copies sent on very Liberal Terms.

SHAW'S NEW SERIES

ON

English and American Literature.

SHAW'S NEW HISTORY

OF

English and American Literature.

READY AUGUST 25TH.

This book has been prepared with the greatest care by Prof. TRUMAN J. BACKUS, *of Vassar College,* using *Shaw's Manual,* edited by DR. WM. SMITH, *as a basis.*

1st. It has been put into the **modern text-book form,** and is so arranged as to be used with the greatest facility by Both Scholar and Teacher.

2d. It is printed in **large, clear type,** and the leading parts are brought out prominently by the use of **black-faced type** for catch words.

SHAW'S SPECIMENS of AMERICAN LITERATURE and LITERARY READER.

GREATLY ENLARGED.

By Prof. BENJ. H. MARTIN, D. D.

One vol. 12mo. Price $1.50.

READY AUGUST 25TH.

HOOKER'S

NEW PHYSIOLOGY.

REVISED, CORRECTED, and put into the most perfect form for text-book use, by Prof. J. A. SEWALL, *of the Illinois State Normal School.*

One Vol., 12mo., Well Illustrated. Price $1.60.

READY AUGUST 25TH.

We also publish the following:

Lossing's Primary History of U. S. 528 pp. $1.00.
Lossing's Gram. Sch. His. of U. S. 288 pp. $1.25.
Lossing's Com. Sch. His. of U. S. 378 pp. $1.75.

No pains or expense have been spared in preparing the *Maps* and *Illustrations,* and they are now submitted to the public in the belief that it is not possible to produce a more *perfect* series of *Histories,* either in *literary merit, adaptation* to the wants of our schools, or the elegance of illustrations.

Shorter Course in Arithmetic.

Stoddard's Primary Pictorial Arithmetic, 30 Cts.
Stoddard's Combination School Arithmetic, 75 cts.
Stoddard's Complete Arithmetic, $1.25.
Will furnish a full and thorough series of Arithmetics for graded Schools, $2.30.

TEXT-BOOKS ON GOVERNMENT.

Alden's Citizen's Manual, - - **50 Cents.**
A Text-book on Government, in connection with American Institutions, adapted to *Common Schools.*

Alden's Science of Government, - - **$1.50.**
In connection with American Institutions. Adapted to the wants of High Schools and Colleges.

COLTON'S NEW SERIES OF

GEOGRAPHIES.

The whole subject embraced in two books.
With *three Full Sets of Maps,* each separate.
Study, Reference and Railroad Maps.

☞ *Send for complete School Catalogue.*

ADDRESS, **SHELDON & COMPANY, Publishers,**
677 BROADWAY, NEW YORK.

Eclectic Educational Series

IMPORTANT NEW PUBLICATIONS:

☞ Prices: *I. Retail; II. Supplies for first introduction and Sample Copies for ex nation with a view to first introduction. III. Supplies for first introduction in change for other corresponding books in use.*

THALHEIMER'S MEDIÆVAL AND MODERN HISTORY. 480 pp. full s 12 Double-page Maps. $2.50; $1.88.

THALHEIMER'S ANCIENT HISTORY. Uniform with the above. $2 $1.88.

VANABLE'S AMATEUR ACTOR. For Young People. *Illustrated.* Full ex nations and stage directions. $1·50; $1.13.

VENABLE'S SCHOOL STAGE. 27 Juvenile Plays. With Illustrations, $1 94c.

DUFFET'S FRENCH METHOD. Part I. and Part II. *Each* $1.00; 75c; 50c.

HAILMAN'S LECTURES ON THE HISTORY OF PEDAGOGY. 12 Lectu Limp Cloth. 75c.

HAILMAN'S KINDERGARTEN CULTURE. 75c.

ANDREWS'S CONSTITUTION OF THE U. S. Library Edition, full she $2.00. School Edition, $1.50; $1.13.

GOW'S GOOD MORALS AND GENTLE MANNERS. A book for Every Sch and Every Family. $1.25; 94c.

RAY'S SURVEYING AND NAVIGATION. By A. SCHUYLER, M. A. f sheep. $2.25; $1.69.

VENABLE'S U. S. HISTORY. For Common and High Schools. Illustra with Maps and Engravings. $1.25; 94c; 63c.

BROWN'S PHYSIOLOGY AND HYGIENE. Divided into 50 Lessons. Ill trated. $1.35; $1.00; 68c.

BARTHOLOMEW'S LATIN GRAMMAR. A systematic treatise embracing and valuable features. $1.35; $1.00; 68c.

BARTHOLOMEW'S LATIN GRADUAL. To accompany the author's La Grammar. $1.15; 87c; 58c.

THE ECLECTIC SERIES ALSO INCLUDES:

McGuffey's New Eclectic Readers, Spellers and Charts,
Ray's Series of Arithmetics, Algebras and Higher Mathematics,
White's Graded School Arithmetics,
Pinneo's Grammars and Composition,
Harvey's English Grammars,
Eclectic Series of Geographies,
Eclectic System of Penmanship,
White's Registers and Records. &c., &c., &c.

We will send GRATIS: Specimen pages of *Eclectic Geographies, Venable's Hi tory, Eclectic Copy-Book, Leigh's Phonetic Readers;* and descriptive circulars of ot other publications. Correspondence invited.

WILSON, HINKLE & CO., Publishers,
137 Walnut Street, CINCINNATI. and 28 Bond Street, NEW YORK.

New and Valuable Text-Books

FROM THE PRESS OF

Scribner, Armstrong & Comp'y,

NEW YORK.

GUYOTS' PHYSICAL GEOGRAPHY.

The publishers of Guyot's unrivalled Series of Geographies are gratified to announce that this *master-piece* of the great author is now ready. Educators desiring a new Text-Book in this branch are cordially invited to examine this work.

Felter's New Practical Arithmetic.

Prepared expressly for the Felter Series,

By Prof. S. H. PEABODY, of Mass. Agricultural College.

This book combines Mental and Written Arithmetic, is concise and clear in its definitions and rules, and contains an unusually large number of such practical problems as farmers, mechanics, and other business men have to solve.

SHELDON'S READERS.

Prepared by Prof. E. A. SHELDON, of Oswego Normal School, N.Y.

Superbly illustrated. Adapted to both the Phonic and the Word method of teaching reading. Simple facts in natural science incidentally taught in natural, child language.

WILLIAMS AND SOUTHERLAND'S PATENT COPY-BOOKS.

The patented form of these books is such that they take a small amount of desk room, and the page not in use is turned from the pupil so that it cannot be easily soiled.
Nos. 1 and 2 present a complete course of writing, including all the letters and capitals.

Guyot's Geographies, Felter's Arithmetics, Cooley's Philosophy, Cooley's Chemistry, Tenney's Natural Histories, Hadley's Lessons in Language, Etc., Etc.

☞ Descriptive Catalogues and Special Circulars may always be had on application Address

THOMAS CHARLES,

Care Hadley Bros., Booksellers, 136 State St., CHICAGO.

THE STATE NORMAL SCHOOLS.

Platteville--Fall Term opens Tuesday, Sept. 1.
Whitewater, " " " " Sept. 1.
Oshkosh, " " " " Aug. 25.

TERMS OF ADMISSION.

The Board of Regents of Normal Schools has adopted the following regulations for the admission of Students to any State Normal School.

1. Each Assembly District in the State shall be entitled to six representatives in the Normal Schools, and in case vacancies exist in the representatiou to which any Assembly District is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the County Superintendent of the County (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

3. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and moral character, and after subscribing to following declaration:

I, ——— ———, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this State.

4. No person shall be entitled to a diploma, who has not been a member of the the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

The Terms of Board at each locality are moderate.

Information as to board and other matters may be obtained by addressing the Presidents of the respective schools, as follows:

President E. A. CHARLTON, at Platteville. President OLIVER AREY, at Whitewater.
President GEORGE S. ALBEE, at Oshkosh.

PRICE-LIST OF SCHOOL SUPPLIES.

HADLEY BROTHERS & KANE, CHICAGO.

We Furnish Everything in the Line of School Merchandise.

Geographical.

"Guyot's Maps are incomparably superior." —AGASSIZ.

Guyot's Primary Series, Physical and Political, 10 in set, with key. Portfolio.....$18 00
Guyot's Common School Series, with Key. On rollers, in neat wooden case, 10 in set, 25 00
Guyot's Intermediate Series, 8 Maps and key, very large and fine, per set 38 50
Guyot's Large Series, with key. Over 300 square feet of surface. Per set..... 71 00
Any map from the last two series sold separately.
Guyot's Classical Series. Size of each 6x8 feet.
No. 1—Roman Empire.....$15 00
" 2—Ancient Greece, including Athens, 15 00
" 3—Italia, with map of Ancient Rome, 15 00
The only classical maps published in America.
Camp's New Outline Maps, portfolio.....$25 00
" " " " on rollers..... 30 00
Camp's Small Series, portfolio..... 15 00
" " " on rollers..... 20 00
Monteith's School Maps, " 20 00
National Outline Maps, " 12 00
Colton's Geographical Cards, colored..... 8 00

Perce's Magnetic Globes.

Illustrate Magnetism and Gravitation.

5 inches in diameter, plain stand.....$ 6 00
5 inches in diameter, semi-meridian..... 8 00
7 inches in diameter, plain stand..... 12 00
7 inches in diameter, semi-meridian..... 15 00
12 inches in diameter, plain stand..... 20 00
12 inches in diameter, semi-meridian..... 25 00
12 inches in diameter, full meridian..... 35 00
One dozen Magnetic Objects, representing men of different races, ships, steamers, light-houses, and various animals, and a Globe Manual accompany each Globe without additional cost.

Holbrook's Globes, 12 inch, Brass Stand, $30 00
" " 12 " Wood " 25 00
" " 8 " Brass " 12 00
" " 8 " Wood " 8 00
" " 6 " " " 5 00
" " 5 " " " 2 25
Hemisphere Globes, 5 inch..... 2 25
Schedler's Globes, 12 inch, Iron Stand..... 30 00
" " 12 " Plain " 20 00
" " 9 " Iron " 20 00
" " 9 " Plain " 12 00
" " 6 " Full M. 7 50
" " 6 " Plain stand..... 5 00
16 inch Bronze Pedestal, pair.....125 00

Penmanship.

Spencerian Charts, Writing and Drawing....$4 50
" Manual of Penmanship..... 1 75
" Charts, 47 Charts, on rollers..... 6 50
Payson, Dutton & Scribner's Writing Tablets 4 50
Payson, Dutton & Scribner Manual of Pens'p 1 25

Physiological.

Cutter's New Anatomical Charts.....$18 00
Same, half set, 5 in No..... 10 00
Cutter's Phys. Charts, old series, 10, Mnt'd, 12 00
" " " " 8, " 10 00
Diagram of Human Eye..... 50
French Plate, for Medical use..... 2 50

Natural History Tablets and Charts.

Tenney's Nat. Hist. Tablets, rollers, cloth, $12 00
Prang's Nat. Hist. Series, Chromo Style, 14 Large Plates, 192 Small, with Key, set.... 10 00
Natural History Prints, 210 Plates, 12x14. Colored, Mounted on heavy Board..... 30 00

Primary Charts.

Sheldon's New Graded Reading Charts, 10, $ 5 00
Schofield's Tablets and Color Chart..... 8 00
" Color Chart, alone..... 2 50
Sanders' Primary Charts..... 4 00
McGuffey's New Primary Charts..... 5 00
Watson's Phonetic Tablets, 8 in set..... 10 00
Philbrick's Primary School Tablets..... 12 00

Charts—Miscellaneous.

Knight's War Chart.....$ 3 00
Sanders' Elocutionary Chart..... 6 00
Bade's Permutation Reading Case..... 10 00
Page's Normal Chart..... 3 75
War Chart, Knight's Historical..... 5 00
Clark's Grammatical Chart..... 3 75
Willard's Chronological Chart..... 2 00
Johnson's Philosophical Charts, the set.... 15 00
Youmans' Chemical Chart..... 10 00
Davies' Mathematical Chart..... 1 00

Maps—Miscellaneous.

"The Washington," County Map of U. S.—Cloth, 6x6 feet.....$10 00
"Excelsior," County Map of U. S.—Cloth, 46x66 inches..... 6 00
"Great Republic" and "The World," Double Map, 40x52..... 3 00
Western States,—Town and R. R.—Double, "The World" on reverse side, 30x40.. 2 50
Relief Map of United States..... 1 00
Wall Maps of Palestine....$4 00, 7 00, 10 00, 15 00

State Maps.

		Paper.	Cloth.
Illinois, 9 miles to inch		$3 00	$ 5 00
Indiana, New Sectional, large		2 00	4 00
Iowa, " "	40x50	1 25	2 50
Missouri, " "	40x40	1 50	4 00
Wisconsin, " "	30x36	1 25	2 50
Minnesota, " "	30x40	1 25	2 50
Kansas, " "	30x40	1 25	2 50
Nebraska, " "	30x40	1 25	2 50
Michigan, " "	32x46	1 25	2 50

Blackboards, Slating, &c.

Wilder's Liquid Slating; Best in use.

BLACK.
Pts., $1 50, Qts., $2 50, Hf. Gal., $4 50, Gal., $8 00.

GREEN.
Pts., $1 75, Qts., $2 75, Hf. Gal., $5 25, Gal., $10 00

Blackboards, slated, both sides, hard wood frames.

24x36 inches	$3 50	42x60 inches	$ 9 50
30x42 "	5 25	48x72 "	12 00
36x54 "	7 00		

Slated Paper, any length, per sqr. yd., bl'k, $1 00
" " " " green, 1 25

Portable Blackboards, on rollers.

3x4 feet	$1 80	3x5 feet	$2 25
4x5 "	3 00	4x6 "	3 60

Blackboard Erasers.
Higgins' Patent 3-sided, No. 1, $4 00; No. 2, $5 00
Charles' " Triangular..... 6 00
Wool, best..... 3 50

Township and District Libraries.

Illustrated Library of Wonders, 20 volumes in handsome Walnut Case.....$25 00
Illus'd Lib. of Travel and Adventure, per vol 1 50
Chambers' Encyclopedia, 10 vols..... 45 00
Lippencott's Gazetteer..... 10 [illegible]
Send for Illustrated Circular of Wonder Lib[illegible]

THE STATE NORMAL SCHOOLS.

Platteville--Fall Term opens Tuesday, Sept. 1.
Whitewater, " " " " Sept. 1.
Oshkosh, " " " " Aug. 25.

TERMS OF ADMISSION.

The Board of Regents of Normal Schools has adopted the following regulations for the admission of Students to any State Normal School.

1. Each Assembly District in the State shall be entitled to six representatives in the Normal Schools, and in case vacancies exist in the representation to which any Assembly District is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the County Superintendent of the County (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

3. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and moral character, and after subscribing to following declaration:

I, ——— ———, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this State.

4. No person shall be entitled to a diploma, who has not been a member of the the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

The Terms of Board at each locality are moderate.

Information as to board and other matters may be obtained by addressing the Presidents of the respective schools, as follows:

President E. A. CHARLTON, at Platteville. President OLIVER AREY, at Whitewater.
President GEORGE S. ALBEE, at Oshkosh.

GEO. SHERWOOD & CO.

SCHOOL BOOK PUBLISHERS,

Lakeside Building, 130 Adams Street,

RNER CLARK ST. CHICAGO.

Model First Reader,

BY J. RUSSELL WEBB,

Eighty-Seven Chromo and Thirty-One Outline Pictures.

"WHEN NATURE TEACHES, IT IS SPORT TO LEARN."

The Most Beautiful First Reader Published. Sentence and Word Method.

We send to teachers and school officers sample pages of the MODEL FIRST ADER.

It has been our purpose to present to the pupils, parents and teachers of the ited States, the most philosophical, systematic, natural, and beautiful primary ›k for schools ever made.

We submit the work in evidence to the point whether we have succeeded.

The unparalleled success of our ANALYTICAL READERS has convinced us that WORD METHOD, which is practically presented in no First Readers but those ›lished by us, and prepared by Mr. Webb, the author of that system of teaching, ets with almost universal approval.

If left to intelligent teachers to decide, without the element of the cost of ınge (although our books do not cost more than others), ninety-nine out of every ıdred would use the Word Method as presented in our books.

This has encouraged us to greater care and expense in the preparation of work.

Mr. Webb has presented both the SENTENCE and the WORD METHOD.

Attention is first called to the thought (our beautiful chromos aid greatly in s), then to the combination of words; then, words, and next to the letters.

Experience shows that the letters will be learned without any effort on the ·t of the teacher.

Great care has been given to gradation, in presenting a few words at a time in connection with the engravings, and then separately, so that the pupil will know them at sight, and pronounce them without hesitancy.

The Chromos will be found to be artistic, and a great attraction as well as to pupils. The work contains 112 pages. This is double the average number of pages contained in the First Readers now published. We do this to meet a want everywhere felt for more reading where small First Readers are in use.

The MODEL READER may be used with any series of Readers. As a book for pupils in schools, or beginners at home, it has no equal in ARRANGEMENT and BEAUTY.

The great expense incurred in the preparation of the MODEL READER, and the low retail price at which we offer the work, will render it impossible to distribute the books free for examination.

The retail price is 40 cents; introduction price, 30 cents.

On receipt of retail price, 40 cents, a copy will be sent for examination post-paid.

Orders for introduction, sent by mail, must have enclosed eight cents for each copy, in addition to the introduction price, for postage.

On all orders for introduction of $10 or over, we will pay express charges.

The work — issued two months — has already been introduced into the Public Schools and twenty other cities and towns.

We give a few Specimens of Opinions selected from the thousands which we have received from those who have examined the Work:

E. A. APGAR, *State Supt. Schools New Jersey*—
"The colored illustrations constitute a very attractive feature."

ALEX. McIVER, *State Supt. Schools, N. Carolina*—
"I am much pleased with the Model Reader."

SAML. C. JACKSON, *office of the Secretary Board of Education, Mass.*—
"It is a method of teaching in accordance with good sense, good philosophy, and good taste."

S. M. BADGER, *Co. Supt. Schools, Macon Co. Ill.*—
"I have examined the Model Reader, and am free to say that I have never seen anything superior to it."

W. J. BENNETT, *Co. Supt. Jackson Co., Mich.*—
"It embodies, in my opinion, some original and commendable features."

S. C. COTTON, *Supt. Schools, Mt. Carroll, Ill.*—
"I see much in it to commend."

E. G. WALKER, *Co. Supt. Lenawee Co., Mich.*—
"It possesses many attractive and superior features."

O. E. M. CUTCHEON, *Co. Supt. Ionia Co., Mich.*—
"The Reader strikes me as a move in the right direction."

R. WILLIAMS, *Co. Supt. La Salle Co., Ill.*—
"I consider it fairly entitled to the name Model Reader."

C. O. CURTIS, *Co. Supt. Isabella Co., Mich.*—
"I am so much pleased with the Model Reader am disposed to use it."

WM. DOTTS, *Co. Supt. Schools, Wayne Co., Ill.*—
"I pronounce it a most excellent work."

Dr. E. H. BALLARD, *Co. Supt. Schools, Ill.*—
"It is the only First Reader that I have seen fully comes up to the standard of what it should be."

FLEMIN W. COX, *Co. Supt. Lawrence Co., Ill.*—
"The work is plain, simple, attractive and well conceived."

D. KERR, *Co. Supt. Iroquois Co., Ill.*—
"It embraces the true philosophy of teaching."

PRESLEY G. BRADBERY, *Co. Supt. Schools, Co., Ill.*—
"I like the Model Reader very much."

JACOB MILLER, *Co. Supt. Barnstable Co., Mass.*—
"I consider the Model Reader a little gem."

LEVINUS HARRIS, *Co. Supt. Schools, Ill.*—
"So far as I have examined the Model Reader it to all others."

JOHN S. KENYON, *Co. Supt. Schools, Ill.*—
"It is the best book for little children that have ever been into my hands."

. F. ELDRIDGE, *Yankton, Dakota*—
"It meets my entire approbation."

JCY CURTIS, *Co. Supt. Clinton Co., Iowa*—
"The colored illustrations are charming."

. H. MERTEN, *Co. Supt. Delaware Co., Iowa*—
"It is a book that will interest and instruct."

CARROL, *Co. Supt. Schools, Olathe, Kan.*—
"I am glad to know that the eyes of the little ones will relieved of monotonous black marks by the scenery of l life."

G. HALL, *Co. Supt. Kalamazoo Co., Mich.*—
"I like the Model First Reader well."

EO. N. HOLWAY, *Co. Supt. Winnesheik Co., Iowa*—
"I have read the introduction, and like the plan."

DWARD A. PLUMBE, *Sioux Co., Iowa*—
"I think it very well adapted to the purposes of primary truction."

ASPAR HULL, *Co. Supt. Mahaska Co., Iowa*—
"I have no hesitancy in pronouncing it far superior to y similar work with which I am acquainted."

ILL CARLETON, *Hillsdale, Mich.*—
"You are almost spoiling the old proverb, and making appear that there *is* a royal road to learning. The odel First Reader is a royal affair."

ev. Dr. H. L. WAYLAND, *Editor of the National Baptist*—
"I have taken pleasure in speaking of your little Model eader. I cherish a very high estimate of the services of Russell Webb to the cause of education."

. W. CARPENTER, *Supt. Newago Co., Mich.*—
"It is truly a Model Book in every respect, and will be illed with joy by the little folks. Its gradation, type, ctures and beautiful chromos are all that could be deed in a First Reader, and must command universal pproval."

. GALE, *Supt. Schools, Harrison Co., Iowa*—
"I like the book. It is just the thing for beginners."

HAS. V. GUY, *Vermilion Co., Ill.*—
"Your Model First Reader is indeed a model of simicity, beauty and order. I like it."

V. A. PHILLIPS, *Supt. Schools, Johnston, R. I.*—
"I am highly pleased with the Model Reader, and ink it one of the best Readers that I have examined.

J. F. ELLIS, *Eau Claire, Wis.*—
"It gives me pleasure to say that I am highly pleased with its arrangements, finish and attractions. The system adopted by Mr. Webb in presenting the subject of a reading lesson to beginners is superior to any other method."

ASA MOREHOUSE, *Supt. Schools, Orange Co., N. Y.*—
"I believe the Model Reader to be a work of great excellence. It must indeed be a pleasure for any child to learn when reading is made so very plain."

THOS. IRONS, *Co. Supt. Schools, Harmony, R.I.*—
"The Model Reader is based upon experience, sound principles, and common sense."

C. E. MEARS, *Co. Supt. Polk Co., Wis.*—
"I have yet to see the first poor book from Prof. J. Russell Webb."

D. G. PERKINS, *Supt. Schools, Polk Co., Iowa*—
"The work deserves a fair, impartial trial."

O. H. RIGGS, *Salt Lake City, Utah*—
"I consider the Model First Reader a very fine book."

A. F. TOWNSEND, *Co. Supt. Blackhawk Co., Iowa*—
"The illustrations are beautiful, and will please and attract the child."

JAMES McARTHUR, *Co. Supt. Henderson Co., Ill.*—
"For those who prefer to teach reading by the word method it is all that can be desired."

M. D. L. FULLER, *Co. Supt. Sheboygan Co., Wis.*—
"I have no hesitancy in commending the Model Reader to every school officer and teacher."

WM. J. WAGGONER, *Co. Supt. Richland Co., Wis.*—
"I would be glad to see the Model Reader in use."

A. B. ABBOTT, *Co. Supt. Stark Co.*—
"I consider it a superior work."

J. B. TRACY, *Co. Supt. Dist. No. 2, Rock Co., Wis.*—
"The method for teaching reatling presented in the Model Reader is a common sense plan."

THOS. MALONE, *Co. Supt. Racine Co.*—
"The work will give satisfaction where it is introduced."

We invite attention to the following:

[EXTRACT COPY.]

"REGULAR MEETING OF THE BOARD OF EDUCATION, CHICAGO, May 12, 1874.

"All the members being present.

* * * * * * * *

"Mr. Reynolds moved the adoption of Webb's Model First Reader in place of the Analytical First Reader, as ie text book in the District and Grammar Schools, on the terms submitted by the publishers. Adopted.

"*Yeas.*—Messrs. Bluthardt, Calkins, Clarke, Hambleton, Oleson, Olinger, Reynolds, Richberg, Runyan, heldon, Stone, Wilce, and the President.—13.

"*Nays.*—Messrs. Goggin and Johnston.—2.

"On motion of Mr. Reynolds, the remaining books of the series of Analytical Series were adopted as text books the District and Grammar Schools.

"*Yeas.*—Messrs. Bluthardt, Calkins, Clarke, Goggin, Hambleton, Johnston, Oleson, Olinger, Reynolds, Richberg, Runyan, Sheldon, Stone, Wilce, and the President—15.

"*Nays.*—None.

"S. JOHNSTON, Clerk."

It will be seen that the Analytical Readers have a unanimous vote, after being used seven years in Chicago Schools.

We invite attention of teachers and school officers to our publi tions. The publishers believe that they possess merit, and pleasure in sending any of their works for examination, pay express both ways, to parties who want the best books and serio contemplate a change. The only condition will be that they shall adopted, or paid for at forty per cent. off, if not returned wit sixty days.

SPECIAL PRICE LIST—JULY 1, 1874.

First column of figures, under RETAIL, indicates the REGULAR RETAIL PRICE.
Second column of figures, under INTRODUCTION, is the net price for which the books are sent introduction into schools where the books are not already in use.
Third column of figures, under EXCHANGE, is the price for which the books are furnished for first introd into schools where corresponding old books, in use, are given in exchange.

	Retail.	Introduction.	Exchange.
Analytical First Reader,	$0.25	$0.10	[illegible]
" Second "	.45	.30	[illegible]
" Third "	.75	.50	[illegible]
" Intermediate Reader,	.80	.53	[illegible]
" Fourth, "	.90	.60	[illegible]
" Fifth, "	1.25	.83	[illegible]
" Sixth, "	1.50	1.00	[illegible]
" Speller "	.25	.17	[illegible]
" First " (in Leigh's Type),	.30	.20	[illegible]
" Second " " "	.50	.34	[illegible]
" Charts, (8 in set, 20x24 in.)	4.00	----	
Webb's Model First Reader,	.40	.30	[illegible]
" " Second Reader, (in press),	----		
Charts to accompany Model Reader,	3.50	----	
Boltwood's Grammar,	.60	.40	
Sewall's Botany,	1.00	.67	
Colbert's Fixed Stars,	.60	.40	
Drew's Practical Bookkeeping,	1.50	1.00	
Drew's Bookkeeping Blanks, (consisting of Ledger, Journals, Nos. 1 and 2, Cash Book, Invoice Sales Book, First Trial Balance, Balance Sheets and Bill Books, all made of good paper, neatly ruled, put up in neat boxes),	2.25	1.50	
Sherwood's Writing Speller,	.12	.09	
" Speller and Pronouncer,	.15	.10	
" Speller and Definer,	.15	.10	
Babbittonian Copy Books, Primary, for Tracing,	.15	.10	
" " " Nos. 1 to 8, each,	.15	.10	
" Chart Penmanship and Drawing (2x9 ft.),	2.25	1.50	
Sherwood's School Register, (75 scholars, 60 weeks),	1.30	1.20	
Mrs. Lizzie M. Walker's Register, No. 1, (120 scholars, 12 months),	1.10	1.00	
" " " " " No. 2, (184 " " ")	1.50	1.30	
" " " " Schedules,	.03	.03	
Sherwood's Class Register No. 1,	.35	----	
" " " No. 2,	.40	----	
" " " No. 3,	.50	----	
Payne's Class Book,	1.00	----	
Sherwood's Primary Speaker,	.50	----	
Hibbard's Declamation for the Million, (Poetry),	.50	----	
" " " " (Dialogue),	.50	----	
Babbitonian Pens, extra fine, per gross, net,	.75	----	
" " " " elastic, per gross, net,	.75	----	
" " Business, " "	.75	----	
Long's School Curriculum and Daily Programme,	3.00	----	

GEO. SHERWOOD & CO.

Send for Price Lists and Circulars.

By W. WOODA[illegible]

ARE CONFLICTING GUIDES IN THE SAME SCHOOL EXPEDIENT?

ENGLISH STANDARD LEXICOGRAPHY.

DR. WEBSTER'S
SERIES OF DICTIONARIES.

I. The New Illustrated Unabridged Quarto, 1,840 pages, 3,000 engravings.
II. National Pictorial Octavo, 1,040 pages, 600 engravings.
III. Counting House Dictionary, 350 engravings.
IV. Academic Quarto, 350 engravings.
V. High School Dictionary, 300 engravings.
VI. Common School Dictionary, 200 engravings.
VII. Primary School Dictionary, 200 engravings.
VIII. Pocket Dictionary. Engravings.
IX. Army and Navy Pocket Dictionary.

☞ Favorable terms for introduction.

The Quarto and Octavo published by

G. & C. MERRIAM, Springfield, Mass.

And the Abridgments by

IVISON, BLAKEMAN, TAYLOR, & CO., NEW YORK,

And J. B. LIPPINCOTT & CO., PHILADELPHIA.

Sold by all Booksellers.

Forming a Complete Series, and affording a National Standard; thus securing uniformity of Orthography and Pronunciation for the millions that are to constitute this vast Republic.

Of the Spelling Book nearly One Million Copies are sold annually.

The Leading Series of School Books published in this Country are based upon Webster.

*** There is no other acknowledged Standard in this country or Great Britain.

☞ New and Revised Pictorial Editions of Webster's Unabridged and the School Dictionaries have recently been issued in handsome style, with Tables of Geographical, Scripture, Greek, and Latin Proper Names, forming the best PRONOUNCING and DEFINING School Dictionaries of the Language.

☞ Dr. Webster's Educational Works, it is believed, have done more to secure the uniformity of Pronunciation and use of language, as well as freedom from Provincialisms, so remarkable in this country, especially when the great influx of foreigners from all nations is considered, than any other cause.

☞ The attention of the friends of popular education, Superintendents, Teachers, and Parents, is solicited to the importance of perpetuating this purity by the use of such a NATIONAL STANDARD.

☞ Can Teachers, or School Boards, as effectually, or as cheaply, in any other way, promote the educational interests of the Schools under their charge, as by requiring every pupil, of a suitable age, to possess a good hand Dictionary for daily use in studying his lessons, and by placing upon the Teacher's desk, as the authoritative guide and standard of the school, a large and a complete work, — THE BEST ENGLISH DICTIONARY?

Recommended by the State Educational authorities of all New England, New York, Ohio, Illinois, Virginia, Alabama, Arkansas, Kansas, Kentucky, Missouri, and others, — twenty-six in all.

A NATIONAL STANDARD.

The authority in the Government Printing Office at Washington, and supplied by the Government to every pupil at West Point.

The Executive Printing, the Debates of Congress, the Official Records of the Senate and House of Representatives of the United States, the Publications of the Government generally, to conform in orthography to **WEBSTER'S QUARTO DICTIONARY**, in accordance with the certificate of the Superintendent of Public Printing: —

"GOVERNMENT PRINTING OFFICE, WASHINGTON, *April* 23, 1873.

"Webster's Dictionary is the Standard authority for printing in this office, and has been for the last four years. — A. M. CLAPP, *Congressional Printer*."

☞ Warmly recommended by Bancroft, Prescott, Motley, Geo. P. Marsh, Halleck, Whittier, Willis, Saxe, Elihu Burritt, Daniel Webster, Rufus Choate, H. Coleridge, Smart, Horace Mann, Presidents Woolsey, Wayland, Hopkins, Nott, Walker, Anderson, and the best American and European scholars.

 [*See the next page.*]

SALES OF DICTIONARIES IN 1873,

AS REPORTED BY BOOKSELLERS.

The following statements, out of a large number of like character, from Booksellers in every section, are given simply to show what Dictionaries, and hence what guides in Orthography, Pronunciation, and Definition, are approved throughout the country, as shown by the sale and consequent use: —

Cincinnati, Ohio, "*Feb.* 13, 1874. — We sold last year 10,000 copies of Webster's small Dictionaries and 500 Unabridged. In the same time we sold 4 Worcester's Quarto, and about 20 smaller." — WILSON, HINKLE, & Co.

"*Feb.* 14, 1874. — About 100 Unabridged Webster, — none of Worcester; about 1,500 Webster's School Dictionaries, and about 50 of Worcester's." — APPLEGATE, POUNSFORD, & Co.

Cleveland, Ohio, "*Feb.* 16, 1874. — In 1873, 200 Webster 4to to 1 of Worcester's 4to. Of School Dictionaries 500 Webster's to 10 of Worcester's." — INGHAM, CLARKE, & Co.

Toledo, Ohio, "*Feb.* 18, 1874. — The call for Worcester's Dictionary is so seldom that we do not think it worth while to keep any on hand. Of Webster's large and small, thousands sold during the year." — T. J. BROWN, EAGER, & Co.

Indianapolis, Ind., "*Feb.* 15, 1874. — Our sales of Webster's 4to Dictionary are about in the proportion of 150 copies to 1 of any other kind, while of the smaller ones we sell about 500 copies to one." — BOWEN, STEWART, & Co.

Bloomington, Ill., "*Feb.* 16, 1874. — For 1873 we sold about 250 Webster's Quarto Dictionary. We purchased one, only, of Worcester's Quarto, and now have that one on hand unsold." — MAXWELL, BATCHELDER, & Co.

Madison, Wis., "*Feb.* 16., 1874. — Have not sold a copy of any other Dictionary than Webster for five years. Our customers seem to take it for granted that there is but one." — MOSELEY & BRO.

Janesville, Wis., "*Feb.* 17, 1874. — 100 Webster to nary a Worcester." — MOSELEY & BRO.

Dubuque, Iowa, "*Feb.* 17, 1874. — We have sold during the past year, 100 copies Webster's Unabridged Dictionary, and 2 copies Worcester's Dictionary." — GROSVENOR & HARGER.

Iowa City, Iowa, "*Feb.* 17, 1874. — We sold several cases of the Webster's Dictionaries during 1873, and not one Worcester." — ALLIN, WILSON, & SMITH.

Detroit, Mich., "*Feb.* 16, 1874. — Sales of Webster's Dictionary average 50 copies per year. Sell no others." — RICHMOND & BACHUS.

Pittsburgh, Pa., "*Feb.* 17, 1874. — Have never had a copy of Worcester in the store since last edition of Webster was issued. No call for it." — J. L. READ & SON.

Louisville, Ky., "*Jan.* 23, 1874. — Should say our sales of the Unabridged are at least 50 of Webster to 1 of Worcester." — SHERRILL, SON, & Co.

"*Jan.* 23, 1874. — Our invoices show a sale of 20 Webster to 1 Worcester." — DAVIDSON BROTHERS & CRUMP.

"*Jan.* 22, 1874. — How many Webster we have sold we could scarcely ascertain, but we do not think we have had more than one call for Worcester's Quarto, and none for the smaller editions." — MAXWELL & Co.

Boston, "*Feb.* 13, 1874. — 20 Webster's Unabridged to 1 of Worcester; of the School editions, say 3 to 1." — NOYES, HOLMES, & Co.

"*Feb.* 14, 1874. — 50 to 1 in favor of Webster — both Unabridged and School editions." — KEENY, ADAMS, & Co.

New York, "*Feb.* 14, 1874. — About 10 to 1 in favor of Webster." — MASON, BAKER, & PRATT.

"*Feb.* 13, 1874. — Not aware of selling more than 1 Worcester in the last five years." — NELSON & PHILLIPS, Meth. Book Room.

"*Feb.* 16, 1874. — Few except Webster's." — COLLINS & BROTHER.

"*March*, 1874. — We sell about 200 Webster's 4to to 1 Worcester's." — D. APPLETON & Co.

Albany, N. Y. "*April* 24, 1874. — About 4 Worcester to 96 Webster." — S. R. GRAY.

Philadelphia, Pa., "*Feb.* 19, 1874. — We think that we sell from 3 to 5 copies of Worcester to every 100 of Webster." — J. B. LIPPINCOTT & Co.

"*Feb.* 16, 1874. — Unabridged nearly all Webster's; occasional demands for Worcester's smaller, but very seldom for their Quarto." — MOSS & Co.

Erie, Pa., "*March* 16, 1874. — We sold last year 54 Webster's Unabridged and 1 Worcester's." — S. P. ENSIGN & Co.

St. Louis, Mo., "*Jan.* 23, 1874. — Our sales of Dictionaries during the past year have been in proportion of 1,000 Webster to 12 of Worcester." — R. & T. A. ENNIS.

"*Jan.* 31, 1874. — Our sales of Webster's Dictionaries, both School and Unabridged, exceed that of Worcester in the ratio of 10 to 1." — GRAY, BAKER, & Co.

"*Jan.* 24, 1874. — Our sales of Webster's Dictionaries for 1873 were 110 Unabridged, 3,000 Primary, 1,100 High School. [Aggregate amount, at wholesale rates, about $3,000.] Statistics of other sizes not convenient at this writing. Of Worcester our sales did not reach $150 for the year." — ROBERT D. PATTERSON & Co.

"*Jan.* 29, 1874. — We sold in 1873 of Webster's Unabridged, 140; of Worcester's Unabridged, 1." — HENDRICKS, CHITTENDEN, & Co.

Baltimore, Md., "*Feb.* 4, 1874. — Our relative sales of Webster and Worcester's Quarto Dictionaries is about 25 to 1 in favor of Webster, — in regard to the School Dictionaries, probably 20 to 1." — J. W. Bond & Co.

"*Jan.* 5, 1874. — Where we sell 1 copy of Worcester's we sell at least 60 copies of Webster's Dictionaries." — Cushings & Bailey.

Richmond, Va., "*Jan.* 23, 1874. — Not more than 2 Worcester's Unabridged in 1873, — many more of Webster. Probably 300 Webster's Primary to 1 Worcester's Primary." — Starke & Ryland.

"*Jan.* 27, 1874. — More of Webster's Unabridged than any other. In School Dictionaries we think Webster is considerably most in favor." — West, Johnston, & Co.

Fort Wayne, Ind. — "Have sold in 1873 about 125 copies of the Unabridged, and about 1,000 of all other grades of Webster's Dictionaries. Have not a single Worcester's in the house. Have only sold 5 Worcester's in 5 years." — Keil & Bro.

Milwaukie, Wis., "*Feb.* 16, 1874. — Have sold since Jan. 1st, 1873, 105 Webster's Unabridged. We have in the same length of time sold but one Worcester's Unabridged." — West & Co.

St. Joseph, Mo., "*Feb.* 17, 1874. — Sold in 1873, 52 Webster's Unabridged. Had no call for Worcester's." — Woolworth & Colt.

Council Bluffs, Iowa, "*Feb.* 13, 1874. — We sell about 20 Webster to 1 of Worcester." — Bushnell & Brackett.

Monroe, Wis., "*Feb.* 10, 1874. — I sell 10 Webster where I sell 1 of any other kind." — R. D. Vaughn.

Memphis, Tenn., "*Jan.* 26, 1874. — We sold [in 1873] about 50 Webster's Unabridged, and about 6 Worcester's, from 300 to 1,000 of Webster's Primary, and very few of Worcester's." — Cleaves & Carnes.

"*Nashville Publishing House of Methodist Episcopal Church South, Jan.* 24, 1874. — Our sales of Webster's Unabridged Dictionary last year were about one hundred and fifty copies, — of Worcester's none. We do not handle school books." — A. H. Redford, *Agent.*

Nashville, Tenn., "*Jan.* 1874. — Our sales of Webster's 4to are, say 4 or 5 to 1 of Worcester's. Of the smaller Dictionaries we sell 100 to 1 probably." — Hunter & Warren.

Columbia, S. C., "*Feb.* 5, 1874. — My impression is, that I sell about one fourth as many of Worcester's Dictionaries, large and small, as I do of Webster's." — R. L. Bryan.

Charleston, S. C., "*Feb.* 14, 1874. — We sell 12 Webster's to 1 of any other Dictionary." — Samuel Fogartie.

Savannah, Ga., "*Jan.* 26, 1874. — The sales of Webster's School Dictionaries as compared with Worcester's are as 20 to 1. We probably sell 3 of Webster's Unabridged to 1 of Worcester's." — John M. Cooper & Co.

Macon, Ga., "*Feb.* 2, 1874. — We have sold during the past year, not more than 5 Worcester's Unabridged, and perhaps 2 dozen School Dictionaries, — of Webster's Unabridged, we have sold nearly 60, and over 1,000 Webster's School Dictionaries." — J. W. Burke & Co.

Montgomery, Ala., "*Jan.* 24, 1874. — I sell 10 of Webster's Unabridged to 1 of Worcester's, — of the School editions I sell 100 of Webster's to 1 of Worcester's." — Joel White.

Mobile, Ala., "*Feb.* 16, 1874. — I sell 100 of Webster's School Dictionaries to 1 of Worcester's. Of the Unabridged 50 Webster to 1 of Worcester's." — T. S. Bidgood.

New Orleans, La., "*Jan.* 27, 1874. — We sold during the past year 12 Webster's Quarto Dictionaries, and 2 Worcester's." — Geo. Ellis & Bro.

Galveston, Texas, "*Feb.* 1874. — We do not keep Worcester's." — Pierce & Terry.

Worcester, Mass., "*Feb.* 18, 1874. — We understate it when we say we sell 100 Webster to 1 Worcester Unabridged." — Grout & Putnam.

Portland, Me., "*Feb.* 16, 1874. — Probably 20 Webster's 4to to 1 Worcester; four or five times as many of Webster's School edition as of Worcester's." — Bailey & Noyes.

"*Feb.* 18, 1874. — Have not had a call for Worcester's Dictionary for the last year and a half." — Dressser, McClellan, & Co.

Bangor, Me., "*Feb.* 19, 1874. — We sell none of Worcester's." — D. Bugbee & Co.

Hartford, Ct., "*Feb.* 1874. — Webster's Unabridged 50, Worcester's 1; School editions, Webster's only." — Geer & Pond.

Meadville, Pa., "*Feb.* 17, 1874. — Of Unabridged at least 25 of Webster to 1 of Worcester, and of the School editions at least 50 to 1." — H. H. Thompson.

Reading, Pa., "*Feb.* 18, 1874. — About 50 Webster's Unabridged, about one half dozen Worcester; School Dictionaries about 8 Webster to 1 Worcester." — Kelley & Smith.

Lancaster, Pa., "*Feb.* 20, 1874. — 30 Webster to 1 Worcester Unabridged, — School editions about 10 to 1." — J. M. Westhaeffer.

Rochester, N. Y., "Have sold 1 Worcester's large Dictionary during 1873, and nearly 300 Webster." — Steele, Avery, & Co.

"*Feb.* 20, 1874. — No sale here for Worcester's Unabridged or School Dictionaries; demand is all Webster. Have not had a copy of Worcester in stock for past two years." — Clark Johnston.

Hudson, N. Y., "*Feb.* 17, 1874. — In proportion of 20 Webster's to 1 Worcester on Unabridged; 8 to 1 on High School and Comprehensive. All other Webster's exclusively." — J. B. Miller.

Syracuse, N. Y., *Feb.* 61, 1874. — 100 Webster to 1 Worcester." — Winkoops & Leonard.

[*See the next page.*]

Troy, N. Y., "*Feb.* 16, 1874. — About 60 to 1 in favor of Webster." — W. H. Young & Blair.

"*March* 6, 1874. — In 1873 we sold 72 Webster's Unabridged and 4 of Worcester's. We sold many of the Webster School editions, and none of Worcester's." — H. B. Nims & Co.

Rome, N. Y., "*Feb.* 27, 1873. — In 1873 I sold 30 Webster to 1 Worcester." — Chas. Tuttle.

Buffalo, N. Y., "*Feb.* 14, 1874. — 120 Webster, not 1 of Worcester's." — H. H. Otis.

"*March* 16, 1874. — We sold 1 Worcester's School Dictionary last year, and over 500 Webster's." — Theo. Butler & Son.

Utica, N. Y., "*Feb.* 18, 1874. — Have not kept Worcester's Dictionaries the last five years, as there has been no call for them." — T. W. Seward.

Oswego, N. Y., "*Feb.* 16, 1874. — About 20 Webster's Unabridged; not any Worcester's." — Hamilton, Coe, & Co.

Schenectady, N. Y., "*Feb.* 16, 1874. — In six years have sold between 150 and 200 of Webster's Unabridged Dictionaries, and not to exceed 5 Worcester's." — James H. Barhyte.

Binghamton, N. Y., "*Feb.* 16, 1874. — Have not sold a Worcester's Dictionary of any kind for five years. Have known of a copy sold occasionally of Worcester's Dictionary, but the proportion is as 1 to 100." — H. E. Pratt.

Newark, N. J., "*Feb.* 20, 1874. — My sales of Webster's Quarto Dictionary are about 75 copies per annum; of Worcester's Quarto not more than two or three." — Martin R. Dennis.

Washington, D. C., "*April* 23, 1873. — Webster's Dictionary is the Standard authority for printing in this office, and has been for the last four years." — A. M. Clapp, *Congressional Printer.*

"*March* 9, 1874. — We have sold 25 Webster to 1 Worcester." — Warren Choate & Co.

Fall River, Mass., "*Feb.* 28, 1874. — We sell Webster's Unabridged, — we have no call for others." — Robert Adams & Co.

Middlebury, Vt., *March* 13, 1874. — Of Webster's Unabridged, 8. Of Worcester's, none." — Alden & Co.

Burlington, Vt., "*March* 11, 1874. — We sell about 20 Webster to 1 Worcester, all around." — S. Huntington & Co.

Bennington, Vt., "*March* 9, 1872. — I sell Webster's Dictionaries only; have no call for any other." — Almon Eddy.

Northampton, Mass., "*Feb.* 22, 1874. — Don't think we have sold a copy of Worcester in two years, but are constantly selling Webster." — Bridgman & Childs.

Lawrence, Mass., "*Feb.* 28, 1874. — My sales have always been at least 20 to 1 in favor of Webster." — Lewis Stratton.

Fitchburg, Mass., "*March* 11, 1874. — About 15 Webster, 10 Worcester." — Shepley & Stearns.

Charlestown, Mass., "*March* 9, 1874. — We sell about 25 Webster's Unabridged in a year, the demand being for that altogether." — Abram Cutter & Co.

New Haven, Conn., "*March* 6, 1874. — In 1873 we sold about 120 Webster's Unabridged, and 5 of Worcester's. Of School editions, Webster's almost entirely." — Judd & White.

Knoxville, Tenn., "*March* 3, 1874. — We have sold in past three years 3 Worcester's Quarto Dictionary and about 200 Webster's, and about 40 Worcester's Primary to at least 2,500 Webster's." — Williams, Sturges, & Co.

Chattanooga, Tenn., "*March* 6, 1874. — We sell none but Webster's Dictionaries." — Gilmhill & Cady.

Vicksburg, Miss., "*March* 5, 1874. — In 1873 I sold 13 Webster's Unabridged and 2 Worcester's." — H. C. Clarke.

Danville, Pa., "*Feb.* 21, 1874. — 10 Webster to 1 Worcester here." — E. W. Conkling & Co.

Baton Rouge, La., "*March* 6, 1874. — In 1873 I sold 10 Webster's Unabridged, none of Worcester, — 8 or 10 dozen Webster's Primary, none of Worcester." — M. Chambers.

Houston, Tex., "*March* 10. — My sales are about 20 Webster Unabridged to 1 Worcester, — 1,500 Webster's School editions to 50 Worcester." — E. H. Cushing.

"*March* 11, 1874. — We sell about 12 Webster's Unabridged a year, and none of Worcester's." — Baldwin & Co.

Waco, Tex., "*March* 8, 1874. — Have sold about 50 Webster's Unabridged, and only 1 of Worcester's. A good many of my customers tell me Worcester is the best, but somehow *they buy Webster.*" — W. H. Watkins.

Quincy, Ill., "*March* 16, 1874. — In 1873 we sold 1 Worcester's Unabridged, and none of the other sizes. Of Webster, about 50 Unabridged and about 800 of the School editions." — Dayton & Arthur.

[OTHERS OMITTED FOR WANT OF ROOM.]

☞ Do not these facts prove that Webster is the National Standard, and that the introduction of any works differing from his must tend to produce that confusion and diversity which it is so essential to avoid? The attention of Educators is earnestly invited to this matter, as of the *highest practical importance.*

New School Books.

MESSRS. IVISON, BLAKEMAN, TAYLOR & CO., beg invite the attention of Teachers and Educationists to the follo ing announcement of their recent publications:

The Literary Reader. TYPICAL SELECTIONS FROM THE BEST BR ISH and AMERICAN Authors, chronologic arranged, from Shakspeare to the present time, with biographical and critical sketches, mi merous notes. By GEO. R. CATHCART. 438 pages. Price $1.60.

☞ *By mail, on receipt of* $1.00, *if desired for examination with a view to introduction.*

Outlines of the World's History, ANCIENT, MEDIÆVAL A MODERN, with special refe to the History of Mankind. By Prof. WILLIAM SWINTON. 1 vol., 450 pages, with numer maps and illustrations. *Ready about September 1st.*

The Complete Algebra. FOR SCHOOLS AND COLLEGES. By Jam FICKLIN, Ph. D., Professor of Mathematics in University of Missouri. 1 vol. 8vo., sheep, 480 pages. *Ready about September 1st.*

The New Graded Readers. FULLY AND HANDSOMELY ILL TRATED. Surpassing all others in cellence of Manufacture, Gradation, and in Cheapness. The most beautiful series of Sch Books ever issued.

FIRST READER, 64 pages	Price 25 cents.	
SECOND READER, 124 pages	" 40	"
THIRD READER, 160 pages	" 50	"
FOURTH READER, 240 pages	" 70	"
FIFTH READER, 336 pages	" $1.20	

☞ A set of the complete series—**Five** books—will be mailed on receipt of $1.50, if desired examination with a view to introduction.

*** Special circulars, giving full descriptive notices of each book of the series, together with testimonials from eminent educators who have tested their merits in the class room, will be sent application.

Spencerian Copy Books and Charts. *New Revised Edition*

I.	SHORTER COURSE	$1.20 per dozen
II.	TRACING BOOKS	1.80 "
III.	COMMON SCHOOL SERIES	1.80 "
IV.	EXERCISE SERIES	1.80 "
V.	BUSINESS SERIES	1.80 "
VI.	LADIES' SERIES	1.80 "
VII.	SPENCERIAN CHARTS OF WRITING. 47 Charts bound together, size 19 by 24 inches	Price 5.00

A New French Grammar. A PRACTICAL Course with the Fre Language, on *Woodbury's Plan* with *German.* By Profs. LOUIS A. LANGUELLIER, LL. D., and H. M. MONSANTO, M. A. 550 pag Price $2.00.

☞ *By mail, on receipt of* $1.50, *if desired for examination with a view to introduction.*

French Verbs. (A NEW TREATISE.) INCLUDING AN EASY AND PRACTI METHOD for acquiring the Irregular Verbs, and the Rules for Present and Past Participles. Cloth, 125 pages. By ALFRED HENNEQUIN, M. A., Instruc French in the University of Michigan. Price 90 cents.

☞ *By mail, on receipt of* 50 *cents, if desired for examination with a view to introduction.*

Dana's Manual. (A NEW REVISED EDITION.) MANUAL OF GEOLO treating of the Principles of the Science, with special refe to American Geological History, for the use of Colleges, Academies, and Schools of Science. JAMES D. DANA, LL. D., Silliman Professor of Geology and Nat. Hist., Yale College. Illustra by a Chart of the World, and over one thousand figures, mostly from American sources. This **oughly revised, much enlarged, and almost wholly rewritten.** 1 vol. 8 about 850 pages. Price $5.00.

☞ **THE DESCRIPTIVE CATALOGUE** OF THE AMERICAN EDUCATIONAL SERIES SCHOOL AND COLLEGE TEXT-BOOKS, and THE EDUCATIONAL REPORTER for September, a handso publication full of useful information, mailed free to any teacher or educationist.

Address, **IVISON, BLAKEMAN, TAYLOR & CO.**

Or EDWARD COOK,

133 & 135 State Street, CHICAGO.

3 2044 102 881 299

New and Valuable Text-Books

FROM THE PRESS OF

Scribner, Armstrong & Comp'y

NEW YORK.

GUYOTS' PHYSICAL GEOGRAPHY.

The publishers of Guyot's unrivalled Series of Geographies are gratified to announce that the *master-piece* of the great author is now ready. Educators desiring a new Text-Book in this branch are cordially invited to examine this work.

Felter's New Practical Arithmetic.

Prepared expressly for the Felter Series,

By Prof. S. H. PEABODY, of Mass. Agricultural College.

This book combines Mental and Written Arithmetic, is concise and clear in its definitions and rules, and contains an unusually large number of such practical problems as farmers, mechanics, and other business men have to solve.

SHELDON'S READERS.

Prepared by Prof. E. A. SHELDON, of Oswego Normal School, N.Y.

Superbly illustrated. Adapted to both the Phonic and the Word method of teaching reading. Simple facts in natural science incidentally taught in natural, child language.

WILLIAMS AND SOUTHERLAND'S PATENT COPY-BOOKS.

The patented form of these books is such that they take a small amount of desk room, and the page not in use is turned from the pupil so that it cannot be easily soiled.
Nos. 1 and 2 present a complete course of writing, including all the letters and capitals.

Guyot's Geographies, Felter's Arithmetics, Cooley's Philosophy, Cooley's Chemistry, Tenney's Natural Histories, Hadley's Lessons in Language, Etc., Etc.

☞ Descriptive Catalogues and Special Circulars may always be had on application Address

THOMAS CHARLES,

Care Hadley Bros., Booksellers, 136 State St., CHICAGO.

APPLETON'S
AMERICAN CYCLOPÆDIA,
NEW REVISED EDITION.

Entirely rewritten by the ablest writers on every subject. Printed from new type, and illustrated with Several Thousand Engravings and Maps.

The work originally published under the title of THE NEW AMERICVN CYCLOPÆDIA was completed in 1863, since which time the wide circulation which it has attained in all parts of the United States, and the signal developments which have taken place in every branch of science, literature, and art, have induced the editors and publishers to submit it to an exact and thorough revision, and to issue a new edition entitled THE AMERICAN CYCLOPÆDIA.

Within the last ten years the progress of discovery in every department of knowledge has made a new work of reference an imperative want.

The movement of political affairs has kept pace with the discoveries of science, and their fruitful application to the industrial and useful arts and the convenience and refinement of social life. Great wars and consequent revolutions have occurred, involving national changes of peculiar moment. The civil war of our own country, which was at its height when the last volume of the old work appeared, has happily ended, and a new course of commercial and industrial activity has been commenced.

Large accessions to our geographical knowledge have been made by the indefatigable explorers of Africa.

The great polictial revolutions of the last decade, with the natural result of the lapse of time, have brought into public view a multitude of new men, whose names are in every one's mouth, and of whose lives every one is curious to know the particulars. Great battles have been fought and important sieges maintained, of which the details are as yet preserved only in the newspapers or in the transient publications of the day, but which onght now to take their place in permanent and authentic history.

In preparing the present edition for the press, it has accordingly been the aim of the editors to bring down the information to the latest possible dates, and to furnish an accurate account of the most recent discoveries in science, of every fresh production in literature, and of the newest inventions in the practical arts, as well as to give a succinct and original record of the progress of political and historical events.

The work has been begun after long and carefnl preliminary labor, and with the most ample resources for carrying it on to a successful termination.

None of the original stereotyped plates have been used, but everv page has been printed on new type, forming in fact a new Cyclopædia, with the same plan and compass as its predecessor, but with a far greater pecuniary expenditure, and with such improvements in its composition as have been suggested by longer experience and enlarged knowledge.

The illustrations which are introduced for the first time in the present edition have been added not for pictorial effect, but to give greater lucidity and force to the explanations t he text. They embrace all branches of science and of natural history, and depict the most famous and remarkable features of scenery, architecture, and art, as well as the various processes of mechanics and manufactures. Although intended for instruction rather than embellishment, no pains have been spared to insure their artistic excellence; the cost of their execution is enormous, and it is believed they will find a welcome reception as an admirable feature of the Cyclopædia, and worthy of its high character.

This work is sold to subscribers only, payable on delivery of each volume. It will be completed in sixteen large octavo volumes, each containing about 800 pages, fully illustrated with several thousand Wood Engravings, and with numerous colored Lithographic Maps.

PRICE AND STYLE OF BINDING.

In extra Cloth, per vol.,	$5.00	*In Half Russia, extra gilt, per vol.,*	$8.00
In Library Leather, per vol.,	6.00	*In Full Morocco, antique, gilt edges, per vol.,*	10.00
In Half Turkey Morocco, per vol.,	7.00	*In Full Russia, per vol.,*	10.00

Four volumes now ready. Succeeding volumes until completion will be issued once in two months. ***Specimen pages of the AMERICAN CYCLOPÆDIA, showing type, illustrations, etc., will be sent gratis, on application.

FIRST-CLASS CANVASSING AGENTS WANTED. Address the Publishers,

D. APPLETON & CO., 549 & 551 Broadway, N. Y.

THE STATE NORMAL SCHOOLS

Platteville--Fall Term opens Tuesday, Sept. 1.
Whitewater, " " " " Sept. 1.
Oshkosh, " " " " Aug. 25.

TERMS OF ADMISSION.

The Board of Regents of Normal Schools has adopted the following regulation for the admission of Students to any State Normal School.

1. Each Assembly District in the State shall be entitled to six representatives in the Normal Schools, and in case vacancies exist in the representation to which any Assembly District is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the County Superintendent of the County (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the city,) in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and of good moral character. Each person so nominated shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the Superintendent, to the Secretary of the Board.

3. Upon presentation of such certificate to the President of a State Normal School, the candidate shall be examined, under the direction of said President, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the President may require of good health and moral character, and after subscribing to the following declaration:

I, ——— ———, do hereby declare that my purpose in entering this State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this State.

4. No person shall be entitled to a diploma, who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the President of a Normal School to any person who shall have been a member of such school for one term, provided that in his judgment such certificate is deserved.

The Terms of Board at each locality are moderate.

Information as to board and other matters may be obtained by addressing the Presidents of the respective schools, as follows:

President E. A. CHARLTON, at Platteville. President OLIVER AREY, at Whitewater.
President GEORGE S. ALBEE, at Oshkosh.

HADLEY'S LANGUAGE SERIES.

I. LESSONS IN LANGUAGE. An Introduction to the Study of English Grammar. BY HIRAM HADLEY.

A beautiful book of 144 pages, finely illustrated with twenty-eight nice woodcuts as texts for composition writing. It treats of sentence-making, the uses of capitals the simpler parts of punctuation, writing about objects, and pictures graded to the wants of pupils of different ages. It gives exercises in paraphrasing of both poetry and prose, letter-writing, drawing commercial paper, writing advertisements and composition writing. It is NOT an English Grammar, but IS *emphatically* an INTRODUCTION TO THE STUDY OF ENGLISH GRAMMAR. By its proper use, children from nine to twelve years of age can be trained to *use* language, to *love* writing, and be *fitted* to study grammar. It is believed to be the best book of its class.

PRICE, 60 CENTS. *Forwarded, post-paid, on receipt of price.*

TESTIMONIALS *without number can be furnished if desired.*

II. ENGLISH GRAMMAR. An Advanced Course of Lessons in Language. By MARY V. LEE, formerly teacher in Minnesota State Normal School, and HIRAM HADLEY, author of Lessons in Language.

This book is designed to follow Lessons in Language, but it may be used independently. It is not intended to be an *exhaustive treatise* on the *science* of the English language, but is supposed to be sufficiently full for the wants of Grammar Schools. It is constructed on the fundamental principles: "As grammar was made after language, so it ought to be taught after language." "Grammar is not the stepping-stone, but the finishing instrument." "The *science* of language is best acquired through a patient, practical *use* of language." "Facts relating to language, or principles, are best learned by helping the pupil to make his own investigation and state his own conclusions."

The book combines analysis, synthesis, correction of false syntax, and other topics usually found under the heads of Etymology and Syntax, a moderately full chapter on punctuation, and a chapter on Figurative Language. Throughout the whole, is to be found a great variety of written exercises, used to practically illustrate subjects taught.

Both in matter and method of presentation, the book is new, fresh and original.

Those who are seeking for rational methods of teaching language, will find it worth their attention.

ONE VOLUME, 12 MO. BOUND IN CLOTH, $1. *Single copies, for examination, forwarded on receipt of 60 cents.*

☞ As we do not employ Agents to present the claims of our books in person, we cordially invite correspondence.

HADLEY BROTHERS, PUBLISHERS,
CHICAGO, ILLINOIS.